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ABSTRACT

This combination project report/resource guide describes the Milwaukee Nontraditional Employment Training (NET) Project, launched in 1991 to improve access to nontraditional training (NTT) and well-paid jobs for women through the Job Training Partnership Act (JTPA) system. Milwaukee NET has helped JTPA administrators and program providers make the systematic changes necessary to increase the number of women trained, placed, and retained in the targeted nontraditional occupations (NTOs) of computerized machine tooling, printing, welding, and plumbing in Milwaukee. The project's four-tiered feeder program, detailed in this report, provides: a 3-hour NTO career information workshop, a 40-hour orientation to NTOs, an 88-hour survival skills workshop, referral of women to JTPA-funded job-specific NTT, ongoing support and retention services, and training and technical assistance to employers and unions. The document contains three sections. Section 1 outlines the Milwaukee NET project accomplishments to date and includes the first- and second-year workplans. Discussed in Section 2 are various NET project methods/activities, including contracting methods used by Milwaukee's Private Industry Council to establish NTT and sessions to train service providers, employers, and unions to integrate and retain women in NTOs. Section 3 includes various NET project charts, schedules, agreements, position descriptions, project flyers and brochures, and funding applications. (MN)

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Milwaukee Nontraditional Feeder Program: A "How To" Resource Guide

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MILWAUKEE NONTRADITIONAL FEEDER PROGRAM:

A "HOW TO" RESOURCE GUIDE

Prepared by:

**The Nontraditional Employment Training (NET) Project
and the Milwaukee NET Site:**

**The Private Industry Council of Milwaukee County
The YWCA of Greater Milwaukee
Milwaukee Area Technical College
The Milwaukee NET Project Leadership Team**

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MILWAUKEE NONTRADITIONAL EMPLOYMENT TRAINING (NET) PROJECT

In July 1991, Wider Opportunities for Women (WOW) launched the Milwaukee Nontraditional Employment Training (NET) Project to improve access to nontraditional training and well-paid jobs for women through the Job Training Partnership Act (JTPA) system. Milwaukee NET has helped JTPA administrators and program providers make the systemic changes necessary to increase the number of women trained, placed, and retained in nontraditional occupations (NTOs) in Milwaukee. Other NET Project sites are located in the state of Montana; Hartford, Connecticut; Tulare County, California; and Sacramento, California.

Currently, only 9 percent of women served in JTPA programs nationwide are trained and placed in nontraditional occupations. In December 1991, the Nontraditional Employment for Women (NEW) Act was passed, requiring all states and JTPA service deliverers to plan for and increase access to nontraditional training and jobs for women served through JTPA. The NET Project was cited as the model for the NEW Act in a US DOL Guidance Letter, which included a two-page attachment on the NET Project.

Milwaukee NET links WOW, the Private Industry Council (PIC) of Milwaukee County, and the YWCA of Greater Milwaukee to lead the project, in conjunction with a local Leadership Team. Members of the Leadership Team include representatives from the Plumbing and Mechanical Contractors Association; Harley-Davidson, Inc.; the Milwaukee Building and Construction Trades Council; the Sherman Park Redevelopment Corporation; the Milwaukee Area Technical College; the Office of Federal Contract Compliance Programs; the Milwaukee Urban League; the Wisconsin Bureau of Apprenticeship Standards, Board of Vocational, Technical and Adult Education, and Department of Health and Social Services; and Milwaukee Women in the Trades.

In Milwaukee, the NET Leadership Team's first-year goals were to: develop program elements that would support women in nontraditional training; provide information on nontraditional training available to women entering the JTPA system; and overcome the perception that Milwaukee employers and unions would discriminate against women in nontraditional occupations. The team's **second-year goals** were to: successfully integrate women into male-dominated occupations; link women in the nontraditional training pipeline with employers and government agencies seeking entry-level women for nontraditional occupations (NTOs); and institutionalize the NET Project by weaving it into the fabric of the employment and training delivery system. **The targeted occupational areas in Milwaukee are:** 1) computerized machine tooling; 2) printing; 3) welding; and 4) plumbing.

Accomplishments:

- **Diversification of the Occupational Training Mix.** JTPA service providers were stimulated by the project to offer skills training in computerized machine tooling, electrical line mechanic training, and customized training or OJTs with employers and unions in the printing and foundry industries.
- **Coordination with the Private Industry Council's Centralized Intake Centers.** All persons seeking employment and training services in Milwaukee County must visit one of four Career Advancement Centers for intake services. Each woman served in these centers -- estimated at 700 in Program Year 1993 -- participates in a three-hour NTO workshop, "The NET Option for Women," which focuses on NTO training opportunities available to women through JTPA and the vocational education system. The

workshop, taught by the YWCA, provides NTO career information and facilitates discussion of the issues that will confront women who seek training and employment in occupations that are male-dominated.

- **Incentives to Service Providers who Train Women for NTOs.** The Milwaukee PIC provides additional points in its grantee selection process to service providers training women for NTOs. The PIC set a goal of training 120 women in NTOs for PY 94 (25 percent of female clients) and set aside 25 percent of their 6 percent incentive funds to reward training organizations that meet their training and placement objectives for NTOs.

- **Preparing Employers and Unions.** The Building Trades Council hosted a presentation on the NET Project for its apprenticeship directors and business agents, and the Plumbers Association hosted a presentation for area employers. A half-day training session to assist employers in successfully integrating women in NTOs in the workplace was held. Training topics included policy guidelines, a case study, and profiles of successful policies and practices of employers. Milwaukee Women in the Trades has conducted similar trainings for unions, and to date has done them for the Painters Local and the Carpenters Local.

- **Development of an NTO Feeder Program.** The Milwaukee NET Leadership Team, with the assistance of WOW, developed a feeder program that provides intensive support services for women in job-specific training that is nontraditional. The services include career information, survival skills, mentoring, peer support, physical conditioning, tool identification and use, spatial relations and math, and orientations for employers and unions to women in NTOs.

  The feeder program, which is four-tiered, provides:

  * A **three-hour NTO career information workshop**, "The NET Option for Women," which is presented to every woman coming through the PIC's intake centers.
  * A **40-hour orientation to NTO**, "Try NET," which includes career exploration, role models, worksite visits, and hands-on experience. In one year, 108 women were enrolled and 90 successfully completed the orientation.
  * An **88-hour survival skills workshop**, "NET Skills for Success," which assists women in prevocational preparation -- including tool identification and use, physical conditioning, and coping with sexual harassment and isolation. Ninety-eight percent, or 88, of the 90 women who completed the one-week orientation chose to pursue nontraditional training and enrolled in "Skills for Success." Eighty-three, or 94 percent, of the 88 women enrolled in the workshop successfully completed "Skills for Success."
  * **Referral of women to job-specific nontraditional training** funded through JTPA. Twenty-one women have been placed in jobs such as computerized machine tooling, welding, carpentry apprenticeship and crew supervisor at an average wage at placement of $8.66 per hour; 23 women are currently in training including 9 women enrolled in electrical line mechanic training and 6 women in carpentry training; the remaining women who completed "Skills for Success" are awaiting training or job placement. The PIC has found that it must increase its capacity to provide occupational skills training in nontraditional areas in order to meet the demand by clients. Eighty-five percent of women served are minorities.
  * **Ongoing support and retention services** to the women in NTO training and jobs through "NET Support."
  * **Training and technical assistance to employers and unions** to prepare them to successfully receive women in male-dominated occupations.

- **Technical Assistance for the PIC and Service Providers.** The Milwaukee PIC sponsored an all-day technical assistance session on nontraditional training, placement, and retention for JTPA service providers, PIC staff, Centralized Intake Center staff, and Technical College staff. The sessions were conducted by Wider Opportunities for Women, the National Tradeswomen's Network, the YWCA, and Milwaukee Women in the Trades and included information on recruitment, assessment, career exploration, prevocational training, physical conditioning, survival skills, and job placement and retention. The PIC also sponsored shorter sessions for its staff and for JTPA service providers who were considering developing an NTO component in their response to the JTPA Request for Proposal (RFP). Separate

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training sessions were also held for vocational instructors, Department of Social Services case managers, Centralized Intake Center staff, and job placement staff.

- **Coordination of Systems**

JTPA and Vocational Education: The NET Project has facilitated a collaborative effort between the PIC and the Milwaukee Area Technical College (MATC) Family and Women's Resource Center to develop an NTO feeder program for both JTPA service providers and NTO technical college programs. In addition, the YWCA and MATC have partnered to provide a five-month computerized numerical machine tool training for women. Both are first-time JTPA service providers.

The NET Project has also served as the catalyst in bringing the PIC together with the Vocational Education Administration's State Sex Equity Office. The Sex Equity Coordinator and her staff are members of the NET Leadership Team and have served as resources on NTO training. The PIC responded to a Sex Equity RFP for the first time and received funding for its proposal.

PIC and Employers with Affirmative Action Goals: The Office of Federal Contract Compliance Programs (OFCCP), which is responsible for assisting federal contractors in meeting their affirmative action goals, is linking the PIC with contractors who are not meeting their goals for hiring women and minorities. An OFCCP representative is a member of the Leadership Team. The Mayor of Milwaukee has been briefed on the NET Project and has designated the Commissioner of Public Works to participate on the Leadership Team. The Department of Transportation is planning training opportunities for women in NTOs in Milwaukee County's Rapid Transit Improvement Environmental Impact Study.

The state of Wisconsin has formed a consortium to decide how supportive services monies from the Intermodal Surface Transportation Efficiency Act (ISTEA) should be used. In Fiscal Year 94, states have the option to use 1/2 of 1 percent of their surface transportation and bridge monies on training and supportive services for women and minorities. Wisconsin will potentially have $583,000 available for these activities. The Leadership Team's Linkages Committee is represented on this consortium and has written a position paper on how the state should recognize the economic value to contractors and to women and minorities to using this money for training and placing women in highway construction jobs.

Collaboration and Funding: The feeder program is a collaborative effort of the PIC, the YWCA, and the Milwaukee Area Technical College. The funding for the first year of the $123,000 feeder program was from foundation funds ($38,000), JTPA Title IIA funds ($30,000), Wisconsin Department of Health and Social Services grant funds ($21,000), Vocational Education Sex Equity funds ($17,000), in-kind contributions ($8,000), employer contributions ($7,000), and union contributions ($2,000).

- **Media Attention.** In May 1993, the *Milwaukee Journal* and the *Milwaukee Sentinel* printed a series of articles on occupational segregation by sex in the Wisconsin workforce, women in nontraditional occupations and the Milwaukee NET Project.

- **Local Capacity.** The Milwaukee NET Project has met its goal for developing the local capacity to continue the project after WOW's involvement has ended. The Leadership Team plans to continue meeting monthly and is creating its third year workplan on its own. The YWCA has expanded its capacity to provide nontraditional occupational skills training; in PY 94, it was awarded a line mechanic training contract from the PIC, and the computerized machine tooling contract it received the previous program year was renewed. The PIC also funded the feeder program in PY 94 for twice the amount it awarded the program in its first year. The PIC and the YWCA are prepared to continue providing technical assistance on NTOs throughout the state. The PIC key leader has presented on the successful strategies of the Milwaukee NET Project at statewide stand-alone trainings and national conferences with WOW, as well as locally with the YWCA.

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MILWAUKEE NET PROJECT LEADERSHIP TEAM
FIRST YEAR WORKPLAN

NONTRADITIONAL OCCUPATIONS CAREER INFORMATION COMMITTEE

Barrier to Overcome: The lack of information that female JTPA participants have on nontraditional occupations (NTOs).

Mission: To provide information on the targeted nontraditional occupations* and on nontraditional training available through JTPA to women entering the JTPA system.

Tasks:

1. To develop an orientation to the targeted nontraditional occupations for clients, to be used by the PIC's new intake and assessment centers, utilizing Milwaukee Area Technical College's (MATC's) resources.

2. To develop a directory of role models in the targeted occupational areas, and/or videos of role models, to be used during the PIC's orientation to the employment and training system.

* Targeted occupational areas: plumbing, welding, printing, machine tooling

Measurements of Success:

Outcomes

1. Tracking the number of women who enter NTO training through JTPA/JOBS after being exposed to an NTO orientation at the PIC's intake and assessment centers.
2. Tracking the number of women who enter NTO training through JTPA/JOBS after being exposed to the PIC's NTO component in its orientation to the employment and training system.

Process

1. Tracking the number of orientations given at the PIC's intake and assessment centers.
2. Tracking the number of NTO presentations given through the PIC's client orientation to the employment and training system.
3. Development of a directory of role models in targeted occupational areas.
4. Development of a local NTO video.
5. Development of an orientation to be used at PIC intake and assessment centers. This may include printed resource materials.

Areas in which Wider Opportunities for Women (WOW) can Provide Technical Assistance:

1. Information and/or assistance in developing the orientation, video, and directory of role models.
2. Consultation from National Tradeswomen's Network (NTN) consultants.

NONTRADITIONAL OCCUPATIONS PROGRAM COMMITTEE

Barrier to Overcome: The lack of program elements to support women in targeted nontraditional occupational skills training in their transition to employment.

Mission: To develop program elements that will support women in the targeted nontraditional training.

Tasks:

1. To develop a prototype NTO training program.
2. To develop a supportive services system for women in NTO training that is independent of skills training.
3. To develop internal program elements that all NTO programs should have.

Measurements of Success:

Outcomes

1. JTPA/JOBS women in NTO training/jobs have the support needed to enter and remain in NTO training and jobs.
2. The PIC establishes an NTO feeder program that provides support to women in NTO training.
3. NTO training programs have internal supports for women.

Process

1. Development of a prototype NTO training program.
2. Development of supportive services for women in NTO training that are independent of skills training.
3. Development of internal program elements that all NTO programs should include.

Areas in which WOW can Provide Technical Assistance:

1. Information and/or assistance in developing NTO prototype, supportive services system and internal program elements.
2. Information and/or assistance, as well as presentation of in-service workshop on NTOs to service providers and PIC staff.
3. Consultation from and/or presentation by National Tradeswomen's Network consultants.

EMPLOYER BRIDGES COMMITTEE

Barrier to Overcome: Perception of discrimination by employers.

Mission: To overcome the perception that Milwaukee employers will discriminate against women in nontraditional occupations.

Tasks:

1. To build a strong link to Milwaukee area employers and unions who hire in targeted NTO fields to encourage them to participate in the training, hiring, and retention of women in NTOs.
2. To assist employers/unions in successfully integrating women in targeted nontraditional occupations into the workplace in conjunction with WOW and the YWCA.
3. To address the concerns employers/unions in the targeted occupational areas have about employing women in nontraditional occupations.

Measurements of Success:

Outcomes

1. Employers/unions actively recruit women graduating from PIC NTO training into targeted NTO occupations and successfully retain them.
2. Employers/unions believe that women graduating from PIC NTO training are as capable as males graduating from the same programs. (To be gauged through focus groups)
3. Women in PIC NTO training do not expect that employers will discriminate against them. (To be gauged through focus groups)

Process

1. Meetings with employers/unions to gain their support and address their concerns.
2. Workshops on NTOs to employers/unions to gain their support and to prepare them to successfully receive NTO women in the workplace.
3. Provision of ongoing technical assistance to employers/unions who hire NTO women to develop their capacity to successfully receive them and to troubleshoot any problems that may arise.

Areas in which WOW can Provide Technical Assistance:

1. Resource materials, development, and presentation of workshops on NTOs for employers/unions in conjunction with the Employer Bridges Committee and the YWCA.
2. Provision of technical assistance to employers/unions that hire NTO women, for example, provision of resource materials, over-the-phone technical assistance from WOW, and on-site technical assistance from the YWCA in conjunction with WOW.
3. Consultation from and/or presentation to employers by National Tradeswomen's Network consultants.

WOW

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MILWAUKEE NET PROJECT LEADERSHIP TEAM
SECOND YEAR WORKPLAN

RETENTION COMMITTEE

Barrier to Overcome: Low retention rates of women in nontraditional occupations (NTOs).

Mission: To overcome the perception that Milwaukee employers will discriminate against women in nontraditional occupations and to successfully integrate women into male-dominated occupations by eliminating the hostility of the work environment often faced by women in nontraditional occupations.

Tasks:

1. Because of the Retention Committee's focus on employment of women in nontraditional occupations, it is essential that both business and labor participate in committee leadership. WOW recommends that representatives from employers and unions be made co- or vice- chairs of the committee, and that efforts to recruit new members from these sectors occur as the first order of business. Possible new members suggested at the leadership team meeting include Harley Davidson, the Greater Milwaukee Community Chamber of Commerce, trade unions, manufacturers, Wisconsin Electric and Power Company, welder and mechanic associations, and the Urban League. There should be industry and labor representation in each of the areas the PIC has or will have NTO training.
2. The Retention Committee should build on the extensive efforts and groundwork of the Employer Bridges Committee.
3. Continue to build strong links to Milwaukee area employers and unions who hire in targeted NTO fields* to encourage them to participate in the training, hiring, and retention of women in NTOs, and address their concerns about employing women in nontraditional occupations.
4. Assist employers/unions in successfully integrating women in targeted nontraditional occupations into the workplace in conjunction with Wider Opportunities for Women (WOW), the National Tradeswomen's Network (NTN), the YWCA, and Milwaukee Women in the Trades (MWIT).
5. Assist employers/unions, in conjunction with WOW, NTN, the YWCA, and MWIT, to develop an external and internal mentoring strategy.

* Targeted occupational areas: plumbing and other construction occupations, welding, printing, machine tooling, auto mechanics and sales

Measurements of Success:

Outcomes

1. Employers/unions actively recruit women graduating from PIC NTO training into targeted NTO occupations and successfully retain them.
2. Employers/unions believe that women graduating from PIC NTO training are as capable as males graduating from the same programs. (To be gauged through focus groups)

3. Women in PIC NTO training do not expect that employers will discriminate against them. (To be gauged through focus groups)
4. Women placed in NTOs through JTPA do not face a hostile work environment. (To be gauged through focus groups)

Process

1. Meetings with employers/unions to gain their support and address their concerns regarding hiring JTPA women for nontraditional jobs.
2. Workshops on NTOs to employers/unions to prepare them to successfully receive JTPA NTO women into the workplace.
3. Ongoing technical assistance to employers/unions who want to hire JTPA NTO women to develop their capacity to successfully receive them and to troubleshoot any problems that may arise.
4. Meetings of support groups and/or networks for JTPA women in nontraditional occupations to provide support and share success strategies.
5. Pairing of women in JTPA nontraditional training and jobs with mentors inside of companies/unions and outside of the companies/unions (i.e., through MWIT).

Areas in which WOW can Provide Technical Assistance:

1. Provision of technical assistance via workshops, resource materials, and over-the-phone assistance to employers/unions who hire or want to hire JTPA women in NTOs, based on WOW's "Best Practices" research of employers and unions that have integrated women successfully. Scheduled dates for workshops, which will be done in conjunction with NTN, are December 7 and 8, 1992.
2. Developing local capacity of YWCA/MWIT to provide training to workers (as well as management) on successfully working with women in male-dominated occupations and troubleshooting problems that arise on the worksite. WOW and NTN will serve as a resource through August of 1993.

PROJECT LINKAGE COMMITTEE

Barrier to Overcome: Lack of connection between the NET Project and agencies that must facilitate the meeting of affirmative action goals for women in NTOs.

Mission: To link the Milwaukee NET Project with agencies that must meet affirmative action goals for placing women in NTOs; i.e., the Bureau of Apprenticeship and Training (BAT), the Office of Federal Contract Compliance Programs (OFCCP), the Department of Transportation (DOT), the Department of Labor (DOL), the Milwaukee Metropolitan Sewerage District (MMSD), and other organizations to create a connection between the women in the NTO pipeline, via the NET Project, and contractors/labor unions in need of women in nontraditional occupations. The focus of efforts should be on the occupational areas in which the PIC provides training.

Tasks:

1. Develop materials on the NET Project for OFCCP, BAT, DOT, DOL, etc., which will help them connect with women trained in NTOs through the Milwaukee NET Project.
2. Make presentations to DOT, DOL, BAT, OFCCP and others to describe the NET Project and its training programs and to brainstorm ways in which the PIC and these agencies can work cooperatively to meet each others' goals for placing and retaining women in NTOs.
3. Create a clearinghouse to disseminate materials on the Milwaukee NET Project.

Measurements of Success:

Outcomes

1. Placement of NET women in NTOs through the linkages established between OFCCP, DOT, BAT, contractors and unions.
2. The establishment of a formal referral system between the NET Project and OFCCP/BAT/DOT/MMSD/Unions that facilitates placement of NET women in NTOs.
3. NET marketing materials that can be used to provide information to agencies/employers/unions on women in the NTO pipeline through the NET Project.
4. The establishment of a clearinghouse of information on the NET Project, which will include a database of NET women who are ready for work and current information on apprenticeship programs and NTO employment opportunities, which can be accessed by PIC service providers and clients.

Process

1. Creation of NET marketing materials to facilitate job placement of NET women, tailored to the audiences of employers, unions, and government agencies.
2. Creation of a NET clearinghouse system and finding an entity to take responsibility for housing and maintaining the clearinghouse.
3. Presentations to DOT, BAT, OFCCP, and DOL. Ask for a key member of each agency to sit on the NET Leadership Team and or Project Linkage Committee.

Coordination with Other NET Committees

1. The NET marketing materials should be shared (possibly developed in consultation with) the Retention Committee, which will want to use them to get employers on board.
2. The goal of the Project Linkage Committee differs from the Retention Committee in that the Linkage Committee will be working with agencies with affirmative action goals to establish relationships for job placement. The Retention Committee will be working directly with employers/unions that may or may not be connected to these agencies and their goals for NTO women.
3. The clearinghouse should also be developed in consultation with the Retention Committee.
4. The Retention Committee should serve as a resource to the Linkage Committee, helping connect employers identified through Project Linkage to technical assistance on sexual harassment prevention training and retention strategies.

Areas in which WOW can Provide Technical Assistance:

1. Provide information and strategize on setting up a clearinghouse for NET information.
2. Strategize on development of marketing materials and review and make comments on drafts of those materials.
3. Strategize with key leaders on meetings with the different government agencies.

PROJECT FUTURES COMMITTEE

Barrier to Overcome: Because of lack of recognition, thus support, from the Milwaukee community, the NET Project fails to become institutionalized.

Mission: To institutionalize the NET Project in Milwaukee by gaining critical support for and understanding of NET from the internal JTPA system, elected officials and the general Milwaukee community.

Tasks:

1. Develop formal links with the six Milwaukee County JOBS program operators, NTO service providers and identified Private Industry Council Board members.
2. Research the knowledge and understanding of service providers and Career Advancement Center (CAC) staff around women in nontraditional jobs. Provide the needed training to said staff on the NET Project in conjunction with WOW, NTN, the YWCA, and MWIT.
3. Make outreach efforts to elected officials, seek their support and endorsement of the NET Project.
4. Continue efforts to publicize the NET Project through the dissemination of NET materials and contact with media outlets in print, television and radio.

Measurements of Success:

Outcomes

1. The six Milwaukee County JOBS program operators, NTO service providers and key PIC Board members become members of the Project Futures Committee and the NET Leadership Team.
2. Service provider and CAC staff understand the benefits of nontraditional occupations for their clients and assist in the successful implementation of the NET Project.
3. There is support and commitment from elected officials for the NET Project. Formal liaisons are established with the Mayor and County Executive's office.
4. People in the Milwaukee area are aware and supportive of the NET Project.

Process

1. Meet with the six Milwaukee County JOBS program officers, NTO service providers, and identified PIC Board members. Describe the purpose and objectives of the NET Project, how it benefits them, and ask them to join the committee and leadership team.
2. Conduct workshops on nontraditional training and employment to service provider and CAC staff, tailoring the workshop to their needs as determined by investigation.
3. Meet with important elected officials to solicit their support of the NET Project. Market the project to them using NET Project products. Ask for some official endorsement such as a formal liaison or resolution, depending on the influence and importance of the politician.
4. Develop a speakers' bureau of people who can speak knowledgeably about the NET Project. Revise NET video for a television Public Service Announcement (PSA), or work with a local station to film a PSA. Create a list of media contacts. Publicize orientations, training and overall program through press releases. Continue radio show appearances.

Areas in which WOW can provide Technical Assistance:

1. Provide technical assistance with workshops and resource materials for service providers and CAC staff in conjunction with the YWCA and MWIT.
2. Develop the local capacity of YWCA and MWIT to provide technical assistance workshops to Milwaukee on the NET Project.
3. Assist Milwaukee NET in the development of a media strategy and production of quality materials.

Systemic Change in Milwaukee

- Contracting Methods Used by the Milwaukee PIC to Institutionalize Nontraditional Training for Women
- Private Industry Council of Milwaukee County Request for Proposals
- Milwaukee NET Project Service Provider Training
- Montana NET Project Training: Employer and Union Tools for Integrating and Retaining Women in Nontraditional Jobs
- Training Session for Employers on Integrating and Retaining Women in Male-Dominated Occupations
- Training Session for Unions on Integrating and Retaining Women in Male-Dominated Occupations

CONTRACTING METHODS USED BY THE MILWAUKEE PIC TO INSTITUTIONALIZE NONTRADITIONAL TRAINING FOR WOMEN

The Milwaukee Nontraditional Employment Training (NET) Project Program Elements Committee evaluated ways in which Private Industry Council (PIC) programs should be modified to strengthen and expand the development of nontraditional occupational training for women.

Specific recommendations adopted by the PIC Board of Directors for implementation in Program Year 1992-93 are:

1. PIC Nontraditional Occupations (NTO) Training Goal

The following Goal Statement was added to Section A, 2 of the PIC Job Training Plan:

e. To eliminate the unique barriers which confront individuals seeking nontraditional occupations, and ensure no bias exists in training programs, by making existing training programs leading to nontraditional occupations more receptive to, supportive of, and successful for women. Nontraditional occupations are defined by the U.S. Department of Labor as jobs in which women comprise 25 percent or less of the total number of workers in that occupation.

2. Technical Assistance to PIC Service Providers

Technical assistance will be provided to current and prospective PIC service providers, to acquaint them with the purpose of the PIC's efforts to expand training opportunities for women in nontraditional occupations. The focus of the technical assistance will be how to incorporate measures which will improve NTO efforts into the training programs they submit to the PIC for funding. Sessions will be conducted by PIC staff and the NET Project consulting team which includes the National Tradeswomen's Network and Wider Opportunities for Women.

3. Project Selection Criteria

The Project Selection Criteria section of the PIC Title IIA Request For Proposals has been expanded to require all Occupational Skills Training and Employer-Linked Training proposals to provide information on the extent to which the proposed training will expand opportunities for women in nontraditional occupations.

Points are awarded to proposals for nontraditional occupations which establish goals for training and placing women. Points are awarded only to those proposals which are increasing their efforts to provide NTO training. The points awarded are in addition to those already awarded based upon information regarding the labor market conditions for the proposed training.

4. Incentives to Encourage NTO

Specific incentives to encourage PIC service providers to develop NTO training projects have been adopted. They include:

a. awarding points in the proposal selection process as described in Section 3;

b. PIC recognition of outstanding training projects which provide a high level of quality training and placement services in nontraditional occupations to JTPA participants; and

c. financial incentives to projects which meet pre-established goals for training and placing women in nontraditional occupations. Twenty-five percent of the PIC's 6 Percent Incentive award for Program Year 1992-93 has been set aside to provide awards to those NTO projects which meet the goals which they have established for serving women. The amount of the award to an individual service provider will range from 3 to 7 percent of their contract, based upon the degree to which they met their goals. In setting criteria for the distribution of awards, the PIC will ensure goals are equitable among service providers, and will take into consideration such factors as:

   1. prior service to women in nontraditional occupations; and
   2. ambitiousness of goals set.

PRIVATE INDUSTRY COUNCIL OF MILWAUKEE COUNTY

REQUEST FOR PROPOSALS

FOR

1993-94 TITLE IIA, TITLE IIC, FIVE PERCENT AND CAREER ADVANCEMENT CENTER PROGRAMS

APPLICATION DEADLINE
MONDAY, FEBRUARY 22, 1993 - 4:00 P.M.

NUMBER OF COPIES REQUIRED
ORIGINAL AND THREE (3) COPIES

TECHNICAL ASSISTANCE

WEDNESDAY, JANUARY 13, 1993
UNITED WAY
225 W. VINE STREET
10:00 A.M.

AND

WEDNESDAY, JANUARY 20, 1993
UNITED WAY
225 W. VINE STREET
2:00 P.M.

PRIVATE INDUSTRY COUNCIL OF MILWAUKEE COUNTY

1993-94 JOB TRAINING PARTNERSHIP ACT (JTPA) EMPLOYMENT AND TRAINING PROGRAM

Title IIA (Adult), Title IIC (Youth), Five Percent (Older Workers) Career Advancement Centers

REQUEST FOR PROPOSALS

I. INTRODUCTION

The Private Industry Council of Milwaukee County (PIC) is seeking proposals from qualified individuals and organizations to provide intake, certification, assessment and other related services through the PIC Career Advancement Center network. Proposals are also being sought to conduct employment and job training programs under Title IIA (Adults), Title IIC (Youth) and Five Percent (Older Workers) of the Job Training Partnership Act (JTPA).

Proposals are being sought for four (4) separate service areas, beginning July 1, 1993 through June 30, 1994.

A. **Career Advancement Centers**

B. **Adult Training (IIA);**
   1. Basic Skills Training (BST); and
   2. Occupational Skills Training (OST)

C. **Youth Training (IIC);**
   1. Basic Skills Training (BST); and
   2. Occupational Skills Training (OST)

D. **Older Worker Training (Five Percent);**
   1. Occupational Skills Training (OST); and
   2. Employer-Linked Training (ELT)

APPLICANTS MAY APPLY TO PROVIDE SERVICES IN ANY OR ALL OF THESE SERVICE AREAS. HOWEVER, A SEPARATE APPLICATION FOR EACH SERVICE AREA IS REQUIRED.

II. DEFINITION OF TERMS

When reviewing this Request For Proposals and completing an Application For Funding, please refer to the following definitions. The terms defined in this section have been arranged alphabetically.

A. Basic Skills Training

Basic Skills Training (BST) is designed to enhance the overall employability of the person receiving services and must have a workplace context and be integrated with occupational training.

BST Programs must include one or more of the following Primary Activities:

- Adult Basic Education;
- High School Equivalency Diploma Preparation;
- Adult High School;
- English as a Second Language;
- Vocational English as a Second Language;
- Workplace Literacy;
- Pre-Apprenticeship Training;
- Pre-Employment Skills Training (Youth Only)

BST Programs may include one or more of the following Optional Activities:

- Limited Work Experience
- Entry Employment Experience (Youth Only)
- Support Services

1. Adult Basic Education (ABE) - Instructional programming intended to provide instruction below the secondary level in reading, communication skills (writing, speaking, listening), mathematics, social and natural sciences, health, critical thinking, and employability skills needed to function effectively in society. The curricula of these courses shall assist adult students in the development of the skills to process information both written and oral, and to derive meaning from it, enabling application to specific tasks.

ABE instruction is divided into three levels:

ABE Level I - Basic skills instruction below the 4th grade level in reading, writing, and math.

ABE Level II - Basic skills instruction from the 4th grade level to approximately the 5.9 grade level in reading, writing, math and science.

ABE Level III - Basic skills instruction from the 6th grade level to approximately the 8th grade level in reading, writing, math and science.

Students will be assigned a skill level based on the results of tests administered as part of the assessment process. Students with wide variances in reading and math grade levels may be assigned to different skill levels for instruction in particular subjects.

ABE programming also supplements the instruction of post-secondary occupational courses and assists individuals to enter and progress in an occupational program. It also provides opportunities for adults to attain a high school education and/or to upgrade skills which make participants more employable.

2. High School Equivalency Diploma (HSED) Preparation and Testing - Instructional programming designed to assist individuals who have not completed their formal high school education to acquire competencies in reading, writing, social studies, natural science and mathematics so they will be able to obtain a State High School Equivalency Diploma. As a prerequisite to enrollment, all participants must have attained the 8.0 grade level in reading, math and language.

3. Adult High School (AHS) - Instructional programming designed to assist adults obtain credits equivalent to those offered by an accredited high school; and acceptable for credit toward high school graduation granted by an institution approved by the Department of Public Instruction (DPI).

4. English as a Second Language (ESL) - Instructional programming designed to assist an individual whose native language is not English and who wants and needs to learn to read, write, and speak English. The curriculum provides an introduction to the sound system of English and English literacy skills; continues with vocabulary building, and use of simple sentence structure; progresses to complex sentences, extended vocabulary and improved writing abilities, and finally polishes the functional fluent English skills. Topical subjects are geared to help the ESL student with cultural transitions such as shopping for food and clothing, medical problems, telephone calls, money, transportation, renting a home, home maintenance, completing forms, and job-related skills.

5. Vocational English as a Second Language (VESL)

Vocational ESL (VESL) instruction focuses on teaching English that students can apply in vocational settings. It considers the specific language demands made on a participant in a particular vocational environment and teaches the language skills that are essential to functioning in that environment. Just as vocational curricula are designed to teach a repertory of hands-on skills, VESL curricula are also competency-based. VESL instruction differs from generic ESL instruction in which the curriculum is based on the concept of mastering a succession of grammatical structures. Because VESL is context-based and goal-oriented, functional competency is of primary importance and grammatical competency is developed within a natural context.

6. Workplace Literacy

Workplace Literacy is defined as those skills, especially reading, writing, language, math, critical thinking and communications needed to obtain and keep specific job placements. These programs are designed for persons whose skills make attainment of a HSED very unlikely.

Proposed curricula should tie academic competencies to specific occupational competencies, and are not to exceed nine months in duration.

Payment will be based on an hourly rate for participant attendance. Participants must attend a minimum of 75% of all scheduled instructional activity in order to maintain enrollment in the program.

7. Pre-Apprenticeship Programs: A preparation for apprenticeship activity where there has been a commitment by the local industry to employ the graduates as apprentices.

8. Pre-Employment Skill Training (Youth Only): Preparation for employment training for youth, with priority given to those individuals who do not meet established levels of academic achievement and who plan to enter the full-time labor market upon leaving school. The pre-employment skill training program may provide youth up to 200 hours of instruction and activities. The instruction and activities may include, but are not limited to:

- **a. Assessment, testing and counseling;**
- **b. Vocational exploration;**
- **c. Job search assistance;**
- **d. Job retention skills training;**
- **e. Basic life skills training;**
- **f. Remedial education;**
- **g. Labor market information; and**
- **h. Job-seeking skills training.**

9. **Preparation for Apprenticeship**: An activity in which the primary purpose is to provide participants with the necessary skills and/or knowledge to be accepted into an apprenticeship program. In this program activity there is no commitment to hire participants as apprentices.

B. Cost Categories and Limits

The PIC, and its service providers, must comply with several cost limitations contained in the JTPA.

1. **Administrative Costs** are limited to no more than 7.6% of the total proposed budget. Administrative costs include any costs which are not directly related to the provision of services to participants.

2. **Direct Training Costs** include such items as: tuition, books, instructor's wages, classroom rental costs, and other items which are directly related to participant training.

3. **Training-Related Costs** include items such as: assessment, counseling, support services, job placement activities, and participant follow-up.

If you have questions regarding cost categories and limits, please contact Mary Willetts at 225-2360.

C. Economically Disadvantaged

An economically disadvantaged individual is one who meets at least one of the following criteria:

1. **Receives, or is a member of a family which receives, cash payments** under AFDC, General Assistance, Food Stamps, Refugee Assistance, or SSI (Supplemental Security Income for the Blind, Aged, and Disabled);

2. **Is a member of a family which has an annualized family income** (determined from the prior six months income at the time of certification times two) that does not exceed the income levels listed below for family size;

Family Size	Income Level
1	$6,810
2	$9,190
3	$11,570
4	$13,950
5	$16,330
6	$18,710

3. Is a foster child on whose behalf state or local government payments are made.

4. Is an individual with a disability, 16 years or older, whose own income meets the requirements above, but who is a member of a family whose income does not meet the requirements.

D. Entry Employment Experience (Youth Only)

Entry Employment Experience is training that is focused toward learning skills for a specific occupation and is linked to placement in an unsubsidized job upon completion of training for youth who:

1. Have completed pre-employment skills training or its equivalent;

2. Have not recently had more than 250 hours of paid employment; and

3. Are enrolled in a secondary school or an institution offering a certified high school equivalency program and are meeting or have met the minimum academic and attendance requirements during the current or most recent term, with priority given to youth who do not plan to continue on to post-secondary education.

Entry employment experiences may be up to 20 hours weekly in public and non-profit agencies during the school year or full-time during vacations and holidays, for a total not to exceed 500 hours for an individual. Such experiences shall be appropriately supervised, including the maintenance of standards of attendance and worksite performance.

E. Limited Work Experience

Short term work assignments, in conjunction with Basic or Occupational Skills Training, with private non-profit and public employers for which a participant receives JTPA reimbursed wages and benefits while receiving classroom or other training. Requirements for Limited Work Experience are:

1. The work experience is of not more than six-month duration and is combined with a classroom or other training program;

2. An individual participant is prohibited from participating in any other work experience program following participation in a program meeting the requirements of this paragraph;

3. Wages paid in the work experience program do not exceed the prevailing entry-level wage for the same occupation in the same labor market areas; and

4. **Wages paid are considered training costs** in the program budget.

F. Non-Traditional Occupations

The U.S. Department of Labor defines non-traditional jobs for women as those occupations in which females comprise less than 25% of the persons with that job title. According to Labor Market Information published by the Wisconsin Job Service, the following occupations, which are projected to be among either the most-plentiful or fastest-growing in Milwaukee County by the year 2000, are non-traditional for women:

Accountants and Auditors
Automotive Mechanics
Computer Systems Analysts
Construction Trades
Financial Managers
Gardeners and Groundskeepers
Health Technicians
Insurance Adjusters and Investigators
Laborers and Movers
Machinists
Maintenance Repairers
Securities, Financial Services Sales
Truck Drivers, Heavy and Light

This is not a complete list of non-traditional occupations and is not intended to limit the occupations for which women may be trained. If you are interested in providing non-traditional occupational training, you are urged to contact William J. Malone at 225-2360.

G. Occupational Skills Training

Occupational Skills Training (OST) is any training conducted for a group of individuals with a set curriculum which is designed to provide the technical skills and information required to perform a specific job or group of jobs. It may also include training designed to enhance the employability of individuals by upgrading basic skills, through the provision of courses such as remedial education, bi-lingual training, or English as a Second Language.

OST Programs must include one or more of the following Primary Activities:

- Basic, Intermediate or Advanced Occupational Skills Training

OST Programs may include one or more of the following Optional Activities:

- Short-term Pre-vocational Remediation;
- English as a Second Language (ESL);
- Limited Work Experience;
- Entry Employment Experience (Youth Only); and
- Support Services.

OST is being sought for three levels of skill:

Skill Training Entry and Wage Requirements

Level	Prerequisites for Entry	Wage at Placement
Basic	7th grade reading/math level	$5.68 to $7.61/hr
Intermediate	7th-9th grade reading/math level GED/High School Diploma or Work history	$7.62 to $8.52/hr
Advanced	10th grade reading/math level GED/High School Diploma and Work history	$8.53/hr and above

Wage at Placement levels are based upon percentages of the Median Annual Household Income for the city of Milwaukee which is $23,627.

H. Supportive Services

Support Services may include, but are not limited to, services which are necessary to enable an individual who is eligible for training, but cannot afford to pay for such services, to participate in training funded by the PIC. Supportive Services may include transportation, special services and materials for the disabled, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program.

I. Youth Employment Competencies

All PIC-funded programs to serve youth must be able to assess, train and test program participants' competencies in at least two of three youth competency areas. They are: work maturity/pre-employment skills; basic education skills; and job-specific skills. Contractors will receive technical assistance from the PIC in implementing a Youth Employment Competency program. Applicants with questions regarding this matter are urged to contact either William J. Malone or Austin McClendon at 225-2360.

III. PROGRAM GOALS

The goals of the PIC's Employment and Training Programs are:

A. **To reduce the number of individuals dependent upon public assistance** by training and placing participants in jobs capable of providing economic self-sufficiency.

B. **To overcome the barriers of illiteracy and lack of work history** among school dropouts, female heads of household and minority youth, by providing basic skills remediation, English as a Second Language, High School Equivalency Diploma preparation, and work experience opportunities.

C. **To provide Occupational Skills Training and work experience** to prepare participants for entry level employment, advanced training, and career advancement in stable jobs.

D. **To develop Customized Skills Training (CST) and On-the-Job Training (OJT) programs** which provide direct linkages between employers and program participants.

E. **To eliminate the unique barriers which confront individuals seeking Non-Traditional Occupations,** and reduce bias in its many forms in training programs, by making existing training programs leading to Non-Traditional Occupations more receptive to, supportive of and successful for women.

F. **To increase the level of training services provided to Hard-to-Employ Persons** by enrolling persons who meet the Hard-to-Employ Definition in 25% of available training slots.

G. **To reduce workforce shortages** for Milwaukee County employers by creating a supply of job candidates who possess the skills needed by area businesses.

H. **To promote, establish and maintain working relationships** with private employers and public and private service agencies to steadily increase the number of low-income persons who are hired and stay on the job.

I. **To establish and maintain working relationships** with area labor organizations to encourage the expansion of opportunities for economically disadvantaged persons in high-quality union employment.

IV. AVAILABLE FUNDS

During the 1993-94 Program Year, the PIC expects to allocate approximately $1.615,000 million in JTPA Title IIA, IIC and Five Percent funds through this RFP. The funds will be allocated in approximately the following amounts:

A. Adults (Title IIA)	**$575,000**
1. Basic Skills Training	$200,000
2. Occupational Skills Training	$375,000
B. Youths (Title IIC)	**$665,000**
1. Basic Skills Training	$400,000
2. Occupational Skills Training	$265,000
C. Older Workers (Five Percent)	**$100,000**
1. Occupational Skills Training	$50,000
2. Employer-Linked Training	$50,000
D. Career Advancement Centers	**$275,000***

Approximately $800,000 is not being allocated through this RFP. Those funds have been reserved by the PIC to directly provide the following services: $500,000 for Customized Skills Training, On-the-Job Training and Support Services through The Workplace; and $300,000 for Basic Skills Training and Support Services through STEP-UP.

** This amount does not include approximately $250,000 in additional resources from the JOBS program which have been allocated to support CAC operations through June 30, 1994.*

V. PROPOSAL REVIEW SCHEDULE

The following schedule will be used to review proposals for the 1993-94 program year.

January 4, 1993	RFP announcement mailed
January 13, 1993	Applications available at Technical Assistance Session held for all applicants
January 20, 1993	Technical Assistance Session held for all applicants

Individual technical assistance may be arranged by contacting either William J. Malone, or your Job Training Coordinator. The phone number for PIC staff is (414) 225-2360.

February 22, 1993	Proposals due at PIC office by 4:00 PM
April 5, 1993	Staff recommendations mailed to Selection Committee members and applicants
April 13, 1993	Selection Committee reviews applications and staff recommendations
April 20, 1993	PIC Board reviews and approves 1993-94 Employment and Job Training programs
July 1, 1993	1993-94 program activities begin

VI. PARTICIPANT ELIGIBILITY

In designing programs for the 1993-94 program year, keep in mind the following eligibility requirements:

A. Titles IIA and IIC

To be eligible for participation in JTPA programs under Title IIA or Title IIC a person shall be:

1. **A resident of Milwaukee County,** and

2. **Economically Disadvantaged,** or

3. **A non-economically disadvantaged person with Barriers to Employment.** Such individuals may include those with limited English proficiency; displaced homemakers; teenage parents; disabled persons; older workers, veterans, offenders, and alcoholics or addicts. Non-economically disadvantaged persons are limited to 10% of all participants.

B. Five Percent (Older Workers)

1. **Meets all the eligibility criteria described in Section VI, A; and**

2. **Is at least 55 years old.**

C. Selective Service Registrants

JTPA legislation requires that, any individual who is required to register under Section 3 of the Military Selective Service Act, must have done so to be eligible for training under JTPA.

VII. EQUITABLE PROVISION OF SERVICE (EPS) LEVELS

JTPA regulations require that certain segments of the JTPA-eligible population receive services which are, at a minimum, proportional to their incidence in the population. During 1993-94 the PIC expects to serve 380 adults with Title IIA funds; 380 youth with Title IIC funds; and 33 Older Workers with Five Percent funds.

For 1993-94 the minimum EPS levels established by the PIC are:

A. For Title IIA and Title IIC

Target Group	Title IIA		Title IIC	
	No.	%	No.	%
Minorities	304	80	304	80
Women	228	60	228	60
AFDC Recipients	120	32	38	10
Youth (16-21)	0	0	380	100
Hard-To-Employ Persons	95	25	95	25
School Dropouts (18+)	120	32	120	32
Ex-Offenders	38	10	38	10
Disabled	32	9	32	9
Older Workers (55+)	21	5.5	0	0
City of Milw. Residents*	342	90	342	90
Non-Traditional Occupations*	95	25	25	7

**Local PIC-adopted Targets*

B. For Five Percent (Older Workers)

Target Group	No.	%
Women	21	64
Minorities	18	55
School Dropouts (18+)	11	33
Older Workers (55+)	33	100
Disabled	3	9
AFDC Recipients	11	33
City of Milw. Residents*	25	76

**Local PIC-adopted Targets*

VIII. PROGRAM PERFORMANCE STANDARDS

All JTPA-funded programs must meet nationally-established minimum performance standards in order to receive funds. Contractors' proposal, and actual performance, in comparison to these standards will be a major factor in allocating funds. Final Performance Standards for 1993-94 have not yet been set through the issuance of regulations by the U.S. Department of Labor, however, the legislatively mandated standards include:

A. Title IIA (Adults) and Five Percent (Older Workers)

1. Placement in unsubsidized employment;
2. Retention for not less than six months in unsubsidized employment;
3. Increased earnings;
4. Reduction in welfare dependency; and
5. Acquisition of skills, including a high school diploma or its equivalent, if acquired along with one or more of the other performance standards.

B. Title IIC (Youth)

1. Attainment of employability competencies;
2. Dropout prevention and recovery;
3. Secondary or post secondary school completion, or its equivalent; and
4. Enrollment in other education, training, employment programs, apprenticeships, or enlistment in the armed forces.

IX. PROJECT SELECTION AND EVALUATION CRITERIA FOR TITLE IIA (ADULTS), TITLE IIC (YOUTH) AND FIVE PERCENT (OLDER WORKERS) PROPOSALS

A. Selection of Projects

Selection of projects to be funded will be based on the following factors:

1. the needs of unemployed Milwaukee County residents as defined in the Job Training Plan;

2. **the Milwaukee County JTPA Program Goals;**

3. **the quality and completeness** of the submitted proposals;

4. **the applicant's demonstrated or likely effectiveness** in meeting performance goals;

5. **cost/price analysis** of the proposals received, compared to local prevailing costs for comparable services; and

6. **other factors**, including, but not limited to, program and client mix.

B. Proposal Review Criteria and Rating Methods

Proposals will be reviewed and rated in five areas, with the following points awarded:

Knowledge and Experience	**20 points**
Program Plan/Outcomes	**30 points**
Management Capacity	**20 points**
Demonstrated Performance	**30 points**
Bonus for Community-Based Organizations	**5 points**
Total Possible	**105 points**

ALL APPLICANTS must complete a **Program Narrative** and submit **Support Documents** which provide the following information:

1. Knowledge and Experience of the Applicant - 20 Points

Describe:

a. **the mission**, goals and history of the applicant;
Up to 5 points

b. **the applicant's knowledge** of and experience in providing services to JTPA participants, JOBS participants, AFDC recipients, General Assistance recipients, or other economically disadvantaged populations;
Up to 5 points

c. **the applicant's experience** providing the specific services sought through this RFP;
Up to 5 points

and

d. current or past contracts for services between the applicant and the PIC, or other local, state or federal grants or contracts administered during 1991 and 1992.

Up to 5 points

2. Program Plan/Outcomes - 30 Points

Describe:

a. the program design and services in relation to the Program Goals (Section III), Equitable Provision of Service Levels (Section VII), and Performance Standards (Section VIII) established by the PIC;

Up to 5 points

b. the qualifications of personnel responsible for performing the services described in this Application For Funding, by completing a Staff Qualifications Form for each position;

Up to 5 points

c. Basic Skills Training Programs:

i. **the training curriculum**: frequency and length of instruction, including: timelines, numbers of participants served, participant flow and staffing levels required; and participant support services;

Up to 10 points

ii. the level of support services to program participants;

Up to 5 points

iii. **the workplace context** of the proposed BST and its integration with occupational training.

Up to 5 points

d. Occupational Skills Training programs:

i. the training curriculum, frequency and length of instruction, including: timelines, numbers of participants served, participant flow and staffing levels required; and participant support services;

Up to 5 points

ii. level of support services to program participants;

Up to 5 points

iii. **labor market demand** for proposed training, including projected job growth, average entry wage and benefit levels and career growth potential;

Up to 5 points

iv. **non-traditional occupational training** opportunities for women;

Up to 5 points

3. Management Capacity - 20 Points

Describe:

a. **the applicant's accounting and cash management procedures** and participant record keeping procedures (Current JTPA contractors will be evaluated on the timeliness and accuracy of Monthly Financial Reports and participant documents submitted to the PIC);

Up to 10 points

b. **training site location,** conditions and access to public transportation; priority will be given to services offered in the 53202, 53203, 53204, 53205, 53206, 53208. 53209, 53210, 53212, 53216 and 53233 zip code areas;

Up to 5 points

c. **the accessibility of the training site** to persons with physical disabilities, including provisions for the wheelchair-bound, persons with visual impairments and other special needs; accommodations or barriers at the site.

Up to 5 points

4. Demonstrated Performance - 30 points

a. **Current PIC contractors** will be rated on the entered employment rate, average wage at placement and youth positive terminations of their participants as recorded through the Wisconsin Information Management System (WIMS) for the periods July 1, 1990 through June 30, 1991 and July 1, 1991 through June 30, 1992; and the number of Equitable Provision of Service levels that the program met for the period July 1, 1990 through June 30, 1991 and July 1, 1991 through June 30 1992;

Up to 30 points

b. **New proposers must provide** official evaluative reports from other funding sources, documenting the ability to meet established program performance standards; new proposers will also be rated on stated historical performance in serving stated target populations, and in proposed Equitable Provision of Service levels.

Up to 25 points

5. Bonus Points For Disadvantaged Business Enterprises / Community-Based Organizations - 5 Points

County Disadvantaged Business Enterprises (DBE) as defined and certified by the Joint Certification Program, or Community-Based non-profit Organizations, which meet all minimum standards for contract approval, will receive five points.

Attach either:

a. proof of certification as a County DBE from the Joint Certification Program; or

b. a list of the organization's community-based board of directors.

0 or 5 points

X. PROJECT SELECTION AND EVALUATION CRITERIA FOR CAREER ADVANCEMENT CENTER PROPOSALS

A. Career Advancement Centers

The Milwaukee County Employment and Training Collaboration Council has established goals intended to improve the quality of services provided to economically disadvantaged residents of Milwaukee who are seeking to become self-sufficient.

One goal calls for the development of a uniform system and process for recruiting, certifying, assessing, referring, enrolling and placing potential participants in the program best-suited to meeting their needs.

The PIC has created Career Advancement Centers (CAC), located in areas where there are high concentrations of potentially eligible persons, which serve as entry points for all persons receiving PIC employment training services.

CACs provide all the services necessary to enroll a participant into appropriate training. CACs provide complete services for persons seeking employment and training services, including: outreach and intake; certification; assessment; Employability Development Planning; case management; entry into Job Service Automated Matching System (AMS); referral to appropriate training services job search activities; pre-employment training; and job development and placement.

Each CAC will certify, enroll and terminate a minimum of 275 program participants during 1993-94. The number of persons partially served, though not actually enrolled, will be somewhat higher. CACs must serve both walk-in clients, and those referred to it from outside agencies.

B. Role of Wisconsin Job Service

The participation of Job Service is crucial to the success of the CACs. Job Service's Automated Matching System (AMS) identifies persons with the most appropriate profiles for receiving services.

CAC staff enter AMS and call-up names of persons whose descriptors match characteristics of persons being sought to fill training slots. CAC staff also enter names into AMS so that those persons may be identified and contacted by Job Service staff for job orders from employers.

Direct computer links with AMS will be established at each Career Advancement Center site, Job Service and the PIC have signed an AMS Access Agreement which outlines the specific conditions governing the use of the AMS. All CAC sites will be subject to the agreement.

C. Services Being Sought

The PIC is establishing up to three CACs to provide the services described below. Applicants must provide all of the services described in this RFP.

1. Recruitment and Intake

All program participants must enter the system through CACs. In addition to receiving walk-ins and persons referred by training sites, CACs will match open training slots with persons who have been identified as interested in training through the AMS system.

Potential program participants visit a CAC where an intake worker conducts a brief interview with the person to determine their interests and needs. Participants are then scheduled for the vetoes services they will receive.

2. Scheduling of Participant Services

3. Orientation to JTPA Training

CAC staff will provide information to participants regarding the available JTPA and other services. All female participants will receive an orientation to non-traditional occupations through the three-hour NET Option session.

4. Educational and Vocational Testing and Assessment

Assessment will be conducted for all program participants in order to define individual levels of employability; match participant needs to services; and develop employability strategies. Assessment is used to weigh the individual's career goals against the labor market. Assessment is an on-going information collection process. The information is gathered using a variety of tools and strategies. The information is evaluated and used to inform service delivery. It has two dimensions: information gathering and information use.

The assessment of program participants will include:

a. TABE

b. WRAT

c. Harrington-O'Shea

d. Pre-Employment Work Maturity Competency Test for youth participants

5. Try-NET

Women who are interested in learning more about non-traditional occupations will be enrolled in Try-NET, the 40-hour career exploration program operated by the MATC Family and Women's Resource Center.

6. Motivational Training

Participants will receive a minimum of 20 hours of training soch as ACE or Adkins which is intended to develop the motivational basis for successful training and job placement.

7. Eligibility Certification, Employability Development Planning and AMS Registration

a. Eligibility Certification

After completing the Joint Program Application, the applicant is asked to supply the documents needed to certify eligibility for program services.

Once an Eligibility Determination Form (EDF) has been completed, CACs will forward it, along with the back-up documentation, to the PIC for Quality Control review and written authorization to enroll participants.

b. Employability Development Plan

After all assessment has been completed, and the applicant has been judged to be eligible for participation, a CAC Case Manager will assist the person in completing an Employability Development Plan (EDP) to help guide career decision-making. The EDP will detail the applicants job training preferences and serve to set short- and long-range goals.

c. AMS Registration

Information provided by the applicant on the Joint Program Application will be entered into the AMS data base from a terminal located at the CAC. Entry onto the date base will permit the person to become part of the computer network which serves as the pool from which employers receive referrals of qualified job applicants, and from which job training programs recruit students.

8. Referral to Training or Job Search

At this point steps are taken to place the participant in the most appropriate training. Using the EDP as the guide, appointments are made to visit training sites to allow the participant and trainer an opportunity to become acquainted, and decide whether the training available is suitable. If both parties agree, a training start date is established, training begins and the participant is enrolled in the program and entered onto the WIMS system.

If no suitable training is immediately available, the participant will have several options. First, the participant may be put on a waiting list for a future training slot. Second, he/she may be enrolled in job search activities conducted at the CAC. Third, the person may lapse into an inactive status in which they remain on the AMS data base, subject to potential referrals to job openings or training programs, but are not receiving any additional program services.

CACs will offer Job Search activities for those participants who, either before, after or in lieu of training, have been identified as likely to benefit from such services. CACs will offer a series of workshops and exercises aimed at providing participants with the skills necessary to successfully seek, secure and retain employment. Topics may include, but are not limited to, identifying job opportunities, resume writing, interviewing skills, and others. Applicants must provide a detailed description of the job search activities it proposes to conduct.

9. Case Management

Each person who enters a CAC will be assigned to a Case Manager who will be responsible for assisting that person throughout his/her tenure in the training system.. The Case Manager will facilitate certification, assessment, development of an Employability Development Plan, enrollment in training, on-going progress monitoring, referral to non-training services, job placement, and post-placement follow-up.

10. Job-Seeking Skills and Youth Pre-Employment

A minimum if 20 hours of Job Seeking Skills training will be offered to all participants who have either completed BST or OST, or who gave nor been able to enter training due to a lack of training slots.

The curriculum mist contain, at a minimum, the following:

a. Labor Market Information

b. Hidden Job Market

c. Interviewing Techniques

d. Resumes/Applications

e. Employer Expectations

f. Identifying Appropriate Jobs

g. Job Keeping Strategies

h. Time Management

i. Money Management

j. Stress Management

11. Job Development and Placement

After the participant completes training, efforts to place the graduate in a job will be conducted jointly by the CAC staff and the training site staff. For those completing BST, primary responsibility for placement will be the CAC's. The responsibility to provide placement for completers of OST rests initially with the training site. If 45 days have elapsed without a placement, the CAC will assess the barriers which have prevented placement, and discuss with the training site and participant, the options which may be needed to secure placement.

12. Post-Placement Follow-Up

Once a placement has been made, the participant will be terminated. Post placement follow-up activities will be the responsibility of the CAC.

D. **Selection Criteria**

Proposals will be reviewed and rated in five areas, with the following points awarded:

Knowledge and Experience	**20 points**
Program Plan/Outcomes	**30 points**
Management Capacity	**20 points**
Demonstrated Performance	**30 points**
Bonus for Community-Based Organizations	**5 points**
Total Possible	**105 points**

ALL APPLICANTS must complete a **Program Narrative** and submit **Support Documents** which provide the following information:

1. Knowledge and Experience of the Applicant - 20 Points

Describe:

a. the mission, goals and history of the applicant;
Up to 5 points

b. the applicant's knowledge of, and experience in providing services to, JTPA participants, JOBS participants, AFDC recipients, General Assistance recipients, or other economically disadvantaged populations;
Up to 5 points

c. the applicant's experience providing the specific services sought through this RFP;
Up to 5 points
and

d. current or past contracts for services between the applicant and the PIC, or other local, state or federal grants or contracts administered during 1991 and 1992.
Up to 5 points

2. Program Plan/Outcomes - 30 Points

Describe:

a. the program design and services in relation to the Program Goals (Section III), Equitable Provision of Service Levels (Section VII), and Performance Standards (Section VIII) established by the PIC;
Up to 15 points

b. the qualifications of personnel responsible for performing the services described in this Application For Funding, by completing a Staff Qualifications Form for each position;
Up to 15 points

3. Management Capacity - 20 Points

Describe:

a. the applicant's accounting and cash management procedures and participant record keeping procedures (Current JTPA contractors will be evaluated on the timeliness and accuracy of Monthly Financial Reports and participant documents submitted to the PIC);
Up to 10 points

b. training site location, conditions and access to public transportation; priority will be given to services offered in the 53202, 53203, 53204, 53205, 53206, 53208. 53209, 53210, 53212, 53216 and 53233 zip code areas;
Up to 5 points

c. the accessibility of the training site to persons with physical disabilities, including provisions for the wheelchair-bound, persons with visual impairments and other special needs; accommodations or barriers at the site.
Up to 5 points

4. Demonstrated Performance - 30 points

a. Current PIC contractors will be rated on the entered employment rate, average wage at placement and youth positive terminations of their participants as recorded through the Wisconsin Information Management System (WIMS) for the periods July 1, 1990 through June 30, 1991 and July 1, 1991 through June 30, 1992; and the number of Equitable Provision of Service levels that the program met for the period July 1, 1990 through June 30, 1991 and July 1, 1991 through June 30 1992;
Up to 30 points

b. New proposers must provide official evaluative reports from other funding sources, documenting the ability to meet established program performance standards; new proposers will also be rated on stated historical performance in serving stated target populations, and in proposed Equitable Provision of Service levels.

Up to 25 points

5. Bonus Points For Disadvantaged Business Enterprises / Community-Based Organizations - 5 Points

County Disadvantaged Business Enterprises (DBE) as defined and certified by the Joint Certification Program, or Community-Based non-profit Organizations, which meet all minimum standards for contract approval, will receive five points.

Attach either:

a. proof of certification as a County DBE from the Joint Certification Program; or

b. a list of the organization's community-based board of directors.

0 or 5 points

XI. TECHNICAL ASSISTANCE

Technical assistance may be obtained from PIC staff to help complete the 1993-94 PIC Application For Funding.

Two public technical assistance sessions will be held. The first session will be held on Wednesday, January 13, 1993 at 10 A.M. at the United Way, 225 W. Vine Street. Applications For Funding may be obtained at this meeting. The second session will be held on Wednesday, January 20, 1993 at 2 P.M. at the United Way, 225 W. Vine Street.

Individual technical assistance may be arranged by contacting either William J. Malone, or your Job Training Coordinator. The phone number for PIC staff is (414) 225-2360.

XII. APPLICATION COMPLETION REQUIREMENTS

A. Deadline

Complete applications must be received in the PIC office, 101 W. Pleasant Street, Suite 104, by **4 P.M. on Monday, February 22, 1993.**

B. Number of Applications

Proposers must submit **one signed original** application, **along with three copies** of the application.

Applications must be complete by the deadline for submittal. No late applications will be accepted. No additional materials will be accepted after the deadline. unless specifically requested by PIC staff to clarify points of uncertainty.

Please do not submit applications in binders of any sort. Staple or clip the application forms and any supplemental documents you wish to include.

C. Proposal Requirements

Completed Applications For Funding must include the following items:

1. **application summary sheet**
2. **lobbying disclosure form**
3. **debarrment certification**
4. **conflict of interest form**
5. **agency assurances**
6. **program narrative**
7. **staff qualifications form**
8. **budget forms**
9. **list of board of directors**
10. **organizational chart**
11. **Equal Employment Opportunity certificate**
12. **agency audit**

13. union conxurrance

D. Which Forms to Submit

1. All Applicants

Complete Pages 27-52

2. Basic Skills Training, Occupational Skills Training and/or Employer-Linked Training Proposals

Complete Pages 27-52

3. Limited Work Experience or Entry Employment Experience Proposals

Complete Pages 53-56

4. Career Advancement Center Proposals

Complete Pages 27-52

WOW

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

Milwaukee NET Project Service Provider Training

TRAINING, PLACING AND RETAINING WOMEN IN NONTRADITIONAL JOBS

May 29, 1992

AGENDA

Presenters:	*Donna Milgram, Wider Opportunities for Women (WOW)* *Linda Butler, National Tradeswomen's Network (NTN)* *Bill Malone, Milwaukee Private Industry Council* *Julia Taylor, YWCA of Greater Milwaukee* *Nancy Hoffmann, Milwaukee Women in the Trades*
9:00 - 9:30 AM	Milwaukee NET Project -- Bill Malone The Nontraditional Employment for Women (NEW) Act -- Donna Milgram
9:30 - 10:00 AM	Myths, Realities and Barriers -- Linda Butler
10:00 - 11:00 AM	Milwaukee Women in the Trades: Role Model Panel Facilitator: Linda Butler
11:00 - 11:15 AM	*Break*
11:15 - NOON	Assessing Women for Nontraditional Work -- Linda Butler
NOON - 12:45 PM	*Lunch, provided*
12:45 - 1:30 PM	Recruitment/Career Counseling -- Donna Milgram
1:30 - 2:30 PM	Sexual Harassment/Survival Skills/Support Services -- Linda Butler
2:30 - 3:00 PM	Cultural Diversity: NTO Considerations -- Julia Taylor
3:00 - 3:15 PM	*Break*
3:15 - 3:45 PM	NTO Feeder Program -- Bill Malone
3:45 - 4:45 PM	NTO Job Development -- Linda Butler
4:45 - 5:00 PM	Local Resources for NTO -- Donna Milgram

NOTE: This training is being used in Milwaukee as well as in Montana.

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 636-3143

Montana NET

INTEGRATING AND RETAINING WOMEN IN NONTRADITIONAL JOBS: EMPLOYER AND UNION TOOLS

June 3, 1993

AGENDA

Presenters	*Donna Milgram, Wider Opportunities for Women (WOW)* *Laura Rose, W.O.R.D* *Ronnie Sandler, Northern New England Tradeswomen*
10:00-10:15 AM	Policy - Milgram
10:15-10:45 AM	Workplace Barriers for Women in Nontraditional Jobs - Sandler Small Group Exercise
10:45-11:30 AM	Preparing the Workplace for its First Woman - Sandler ·Supervisor/Workers Roleplay (Trainers) ·Debrief ·Pair Roleplay (Participants) ·Debrief
	SOLUTIONS
11:30-NOON	Overcoming Isolation - Sandler ·Pairing of Women ·Female/Male Mentors ·Support Groups ·Modeling of Behavior
12:00-1:00 PM	*Lunch, provided*

1:00-1:30 PM	Bathroom/Changing Facilities - Sandler ·Portable Toilets ·Signs ·Building New Facilities ·Protocol for Shared Facilities Equipment/Uniforms Sized for Women ·Design Considerations ·Alternative Sources
1:30-2:00 PM	Tasks/Assignments Based on Sex - Sandler Paternalism ·Institutional Checkpoints ·Identification ·Prevention Roleplay (Trainers) ·Problem Roleplay (Trainers) ·Pair Roleplays (Participants) ·Debrief
2:00-2:30 PM	Union Role in Facilitating the Integration of Women in Nontraditional Jobs - Milgram
2:30-2:45 PM	*Break*
2:45-3:45 PM	Sexualizing the Workplace/Harassment - Sandler ·Policy ·Implementation ·Sending a Top-down Message ·Identification of the Problem ·Prevention Roleplay (Trainers) ·Problem Roleplay (Trainers) ·Pair Roleplays (Participants) ·Debrief
3:45-4:30 PM	Training Issues - Milgram ·Establishing Credibility ·Overcoming Resistance ·Where Do We Go from Here?
4:30	Closing

WOMEN IN YOUR WORKPLACE

A TRAINING SESSION FOR EMPLOYERS ON INTEGRATING AND RETAINING WOMEN IN MALE-DOMINATED OCCUPATIONS

Wednesday, February 24, 1993 • 4 - 8 pm • Milwaukee Area Technical College

This informative and interactive evening training session, sponsored by MATC, the Milwaukee Private Industry Council, Wider Opportunities for Women (WOW), the YWCA of Greater Milwaukee and Milwaukee Women in the Trades, will focus on strategies for integrating and retaining women in male-dominated occupations in your workforce, including sexual harassment prevention. Successful implementation of these strategies will not only benefit women workers, but employers as well -- by eliminating the accompanying absenteeism, employee turnover, low morale and productivity, and potential lawsuits.

In July 1991, WOW launched the Milwaukee Nontraditional Employment Training (NET) Project to improve the training, placement and retention of women in male-dominated occupations through the Job Training Partnership Act system. Milwaukee NET is led by a leadership team of key players from local employers, unions, government agencies and community organizations. Women who participate in the NET program receive specific skills training, as well as instruction in the survival skills necessary to succeed in a male-dominated workplace. Milwaukee NET has put prepared women in the pipeline for nontraditional jobs, including machine tooling and welding and hands-on pre-apprenticeship training for the skilled trades.

Why Should You Attend?

- to learn more about a source of qualified entry-level workers;
- to increase the diversity of your workforce;
- to meet hiring goals if you are a federal contractor; and
- to receive free sexual harassment training by experienced national consultants.

Training Participants Will:

- learn how to prevent sexual harassment and how to handle it appropriately if it does occur;
- hear from a panel of employers who have successfully integrated and retained women in their workplaces;
- have the opportunity to participate in a case study; and
- learn about local resources that can help you recruit and retain women in nontraditional jobs.

Participants will also receive valuable reference materials, including WOW's *Sexual Harassment Solutions* book, which profiles the successful sexual harassment policies and practices of employers; Chicago Women in Trades' *Worksite 2000*, policy guidelines for a diverse workforce; a self-assessment exercise that will help you determine how well your company is addressing the integration of women in nontraditional occupations; and information on how to integrate and retain women in male-dominated jobs in your workplace. Dinner will also be provided to participants.

About The Trainers:

Lauren Sugerman, executive director of Chicago Women in Trades, is a consultant for major employers in the Chicago area, helping them to recruit, integrate, and retain women in the construction trades. She has done extensive sexual harassment prevention trainings for employers. Lauren is an elevator constructor by trade.

Bill Malone, manager of planning and program development for the Private Industry Council of Milwaukee County, is the PIC key leader for the Milwaukee NET Project.

Julia Taylor is executive director of the YWCA of Greater Milwaukee.

Donna Milgram, NET Project Director, consults with Private Industry Councils to assist them with the changes necessary to effectively train women in nontraditional jobs. She is the author of recently enacted sexual harassment prevention legislation that will provide technical assistance to employers and unions.

Nancy Hoffmann, executive director of Milwaukee Women in the Trades, directs the training provided to women through the Milwaukee NET Project. She is a master plumber by trade.

Lauren Baker is the NET Project Instructor.

WOMEN IN YOUR WORKPLACE

A TRAINING SESSION FOR UNIONS ON INTEGRATING AND RETAINING WOMEN IN MALE-DOMINATED OCCUPATIONS

Thursday, February 25, 1993 • 4 - 8 pm • Milwaukee Area Technical College

This informative and interactive evening training session, sponsored by MATC, the Milwaukee Private Industry Council, Wider Opportunities for Women (WOW), the YWCA of Greater Milwaukee and Milwaukee Women in the Trades, will focus on strategies for integrating and retaining women in male-dominated occupations in apprenticeships, including sexual harassment prevention. Successful implementation of these strategies will not only benefit women workers, but unions as well -- by eliminating the accompanying absenteeism, turnover, low morale and productivity, and potential lawsuits.

In July 1991, WOW launched the Milwaukee Nontraditional Employment Training (NET) Project to improve the training, placement and retention of women in male-dominated occupations through the Job Training Partnership Act system. Milwaukee NET is led by a leadership team of key players from local employers, unions, government agencies and community organizations. Women who participate in the NET program receive specific skills training, as well as instruction in the survival skills necessary to succeed in a male-dominated workplace. Milwaukee NET has put prepared women in the pipeline for nontraditional jobs, including machine tooling and welding and hands-on pre-apprenticeship training for the skilled trades.

Why Should You Attend?

- to learn more about a source of qualified apprenticeable workers;
- to increase the diversity of your membership; and
- to receive free sexual harassment training by experienced national consultants.

Training Participants Will:

- learn how to prevent sexual harassment and how to handle it appropriately if it does occur;
- hear from a panel of union representatives who have successfully integrated and retained women in apprenticeships;
- have the opportunity to participate in a case study; and
- learn about local resources that can help you recruit and retain women in nontraditional jobs.

Participants will also receive valuable reference materials, including WOW's *Sexual Harassment Solutions* book, which profiles the successful sexual harassment policies and practices of the United Autoworkers Union and employers; Chicago Women in Trades' *Worksite 2000*, policy guidelines for a diverse workforce; a self-assessment exercise that will help you determine how well your union is addressing the integration of women in nontraditional occupations; and information on how to integrate and retain women in male-dominated jobs in your membership. Dinner will also be provided to participants.

About The Trainers:

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Nancy Hoffmann, executive director of Milwaukee Women in the Trades, directs the training provided to women through the Milwaukee NET Project. She is a master plumber by trade and a member of Plumbers Local 75.

Lauren Baker is the NET Project Instructor.

Programmatic Change in Milwaukee

- Milwaukee NET Feeder Program
- Feeder Program Flow Chart
- Feeder Program Schedule
- Feeder Program Activities
- Ordering Information for Curriculum Materials Used by the Milwaukee NET Feeder Program
- NET Project Training Program Agreement
- NET Project Program Evaluation
- NET Project Coordinator Position Description
- NET Project Instructor Position Description
- Milwaukee NET Project Brochure
- Milwaukee NET Project Flyer
- Milwaukee NET Feeder Program Application for Vocational Education Funding
- Montgomery County, Maryland Private Industry Council Request for Proposals for a NET Feeder Program

Milwaukee NET,
Non-Traditional Employment Training Project
FEEDER PROGRAM

Step 1: THE NET OPTION FOR WOMEN - an introductory career information workshop.

The NET Option is a 3 hour workshop presented to all women seeking JTPA training at the Career Advancement Centers. The session will serve to introduce these women to non-traditional careers and training opportunities offered through this program. Issues the workshop will cover include: myths about "women's work"; an overview of the advantages and disadvantages of non-traditional work; discussion of qualities and abilities that help individuals succeed in non-traditional work; specific information and resources on the current labor market in the targeted occupations as well as information on available apprenticeships, MATC programs and other training options. The NET Option will be presented to approximately 3000 women per year at the intake centers (approximately 80 per week). The NET Coordinator will present this workshop.

Step 2: TRY NET - an orientation to non-traditional occupations.

Try NET is a more intensive and interactive exploration of non-traditional training and career opportunities. Women who have attended the NET Option workshop at the CAC and who would like more information, will be sent to this next step. This portion of the program will give potential candidates for training several sessions of career exploration.The women will have the opportunity to familiarize themselves with the targeted occupations through hands on experience with tools and machinery, worksite visits, role models, and excercises to aid in assessing and focusing their career options. Try NET will enable the women to make informed choices of JTPA non-traditional training programs or MATC certificate or diploma programs. This orientation will be presented as a 40 hour program given at the Family and Women's Resource Center at MATC. Each session will include 10-15 women. Through June 1993, 17 sessions will be held, serving approximately 170-250 people.

Step 3: NET SUCCESS SKILLS - a program of support , placement and retention services.

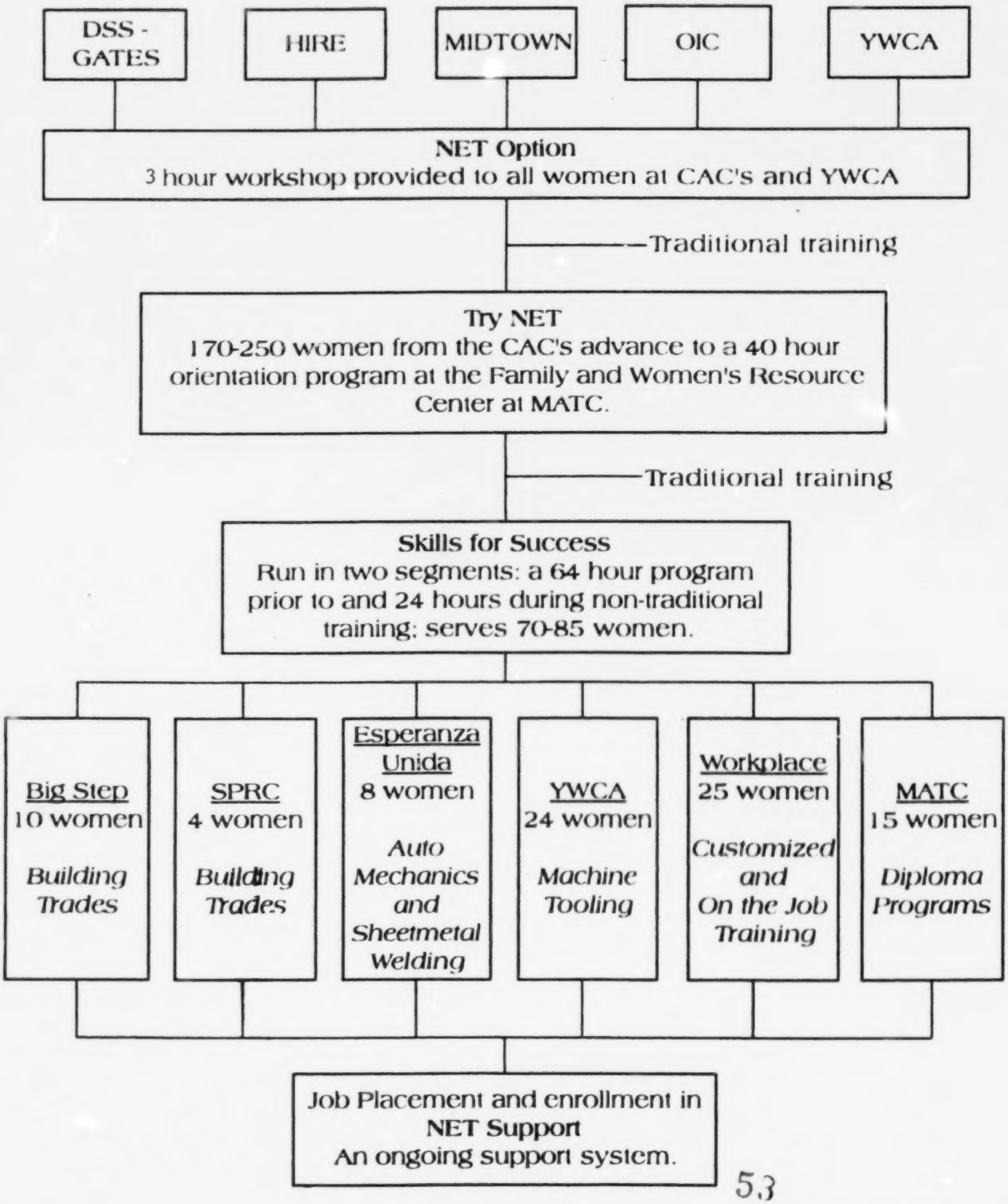
The Success Skills portion of this program will be presented before and during the occupational training in order to help the participants develop the necessary skills for their survival in the workplace. Through Success Skills, the women will learn realistic expectations of non-traditional jobs, improve their self-esteem and develop strategies to meet the technical and personal challenges which non-traditional work offers. This part of the program uses discussions, role playing and mentoring to prepare the women for success. Success Skills will focus on such issues as: the apprenticeship system; sexual harassment; family and friends as support; assertiveness; and more. A part of this step will be a physical conditioning program to prepare the women for the actual demands of the targetted occupations. Success Skills runs for 64 hours before job training begins. Participants will then be required to attend 24 more hours during their training. Approximately 80 women will be in this portion of the program. It will be taught by the NET Staff at a central location.

Step 4: NET SUPPORT - an ongoing support system.

After job placement, participants in the NET project will be enrolled in an ongoing group of program alumni, mentors and NET staff. The women in the group will assist and support each other in the daily challenges of the workplace and in pursuing further training, education and personal development.

BEST COPY AVAILABLE

MILWAUKEE NET ACTIVITIES CHART



DSS - GATES

HIRE

MIDTOWN

OIC

YWCA

NET Option
3 hour workshop provided to all women at CAC's and YWCA

—Traditional training

Try NET
170-250 women from the CAC's advance to a 40 hour orientation program at the Family and Women's Resource Center at MATC.

—Traditional training

Skills for Success
Run in two segments: a 64 hour program prior to and 24 hours during non-traditional training; serves 70-85 women.

Big Step
10 women
Building Trades

SPRC
4 women
Building Trades

Esperanza Unida
8 women
Auto Mechanics and Sheetmetal Welding

YWCA
24 women
Machine Tooling

Workplace
25 women
Customized and On the Job Training

MATC
15 women
Diploma Programs

Job Placement and enrollment in
NET Support
An ongoing support system.

TRY NET November 2 - 6

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Orientation and Why NET Women's work and men's work. Begin researching trades	Printing pre-press lab	Vocational Lab	Math Courage Electrical wiring lab	Industry tour: Thermo Dynamics, sheetmetal shop. (Hands on tour)
Room S-314 B	Room 173	Voc lab room	Room T-335	
LUNCH 12 - 12:30	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*
Barriers to NTO Plans for the week	Welding lab Hydrolics lab	Apprenticeship information Panel of experienced tradeswomen	Machine tooling lab	Is NTO for me? Reports on researching trades Bridge to Success Skills
Room S-314 B	MATC Technical Annex	Room S-216	Room T-108	Room S-216

NET SUCCESS SKILLS - Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Introduction to Success Skills Sex role stereotyping Group contract Paperwork and start-up business	Open Forum Applications Skill inventories Interviews	Open Forum Math	Open Forum Assertiveness training (Personal COnferences)	
LUNCH 12 - 1:00	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*
Goal setting Physical conditioning	Interview skills, continued from A.M. Physical conditioning	Assertiveness training Physical conditioning	Decision making Physical conditioning	

NET SUCCESS SKILLS - Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Open Forum Assertiveness	Open Forum Sexual harassment and discrimination	Open Forum Math	Open Forum Assertiveness training Listening/ feedback	
LUNCH 12 - 1:00	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*
Communication: Building rapport Conflict resolution Physical conditioning 53	Sexual harassment and discrimination, continued Physical conditioning	Health and safety Physical conditioning	Training program issues Graduation Physical conditioning	59

Success Skills Weekend Workshops

#1	#2	#3		
Support Group (1.5 - 2 hours) Study Skills	Support Group (1.5 - 2 hours) Time and Family Management	Support Group (1.5 - 2 hours) Union vs.non-union		
LUNCH 12 - 12:30	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*
Test taking strategies	Support Systems	Review interviewing skills Handling the transition (from Welfare to work)		

MILWAUKEE NET FEEDER PROGRAM ACTIVITIES

THE NET OPTION FOR WOMEN

The NET OPTION FOR WOMEN is a 3-hour workshop presented to all women seeking Job Training Partnership Act (JTPA) training at the Milwaukee Private Industry Council's (PIC's) Career Advancement Centers (CACs). The workshop introduces women to nontraditional careers and training opportunities offered through the PIC. Issues the workshop covers include myths about "women's work;" an overview of the advantages and disadvantages of nontraditional work; a discussion of qualities and abilities that help women succeed in nontraditional work; and specific information and resources on the current labor market in the nontraditional occupations targeted by the PIC, as well as information on available apprenticeships, Milwaukee Area Technical College (MATC) programs and other nontraditional skills-specific training options.

TRY NET

TRY NET is a one-week (40-hour) orientation to nontraditional occupations. Monday morning, Monday afternoon, Wednesday afternoon, and Friday afternoon activities are always the same; the schedule for other activities varies depending on the availability of worksite and vocational lab visits. Members of the local tradeswomen's organization are encouraged to attend all TRY NET activities.

Monday Morning

- Orientation to the program; explain TRY NET and how the feeder program works
- Participants and instructor introduce themselves; tell what kinds of work they have done in the past
- Complete program paperwork
- Why nontraditional employment? Discuss ideas about "women's work" versus "men's work," the pay disparity between men and women, and the skills women may have that are transferrable to nontraditional employment
- Go to the technical college career planning center; show participants the dictionary of occupational titles; participants begin to research a trade
- Give participants role model directories so they can contact women in nontraditional jobs

Monday Afternoon

- Describe the nontraditional job training options available to participants through the PIC, including information on program outcomes and schedules
- Present the barriers for women doing nontraditional occupations
- Participants form small groups and strategize on how to overcome the barriers
- Review the TRY NET schedule, safety requirements, child care requirements, and appropriate dress (hard-soled shoes, jeans, etc.) for the program
- Participants sign program agreement

Tuesday -- See Flexibly Scheduled Activities

Wednesday Morning -- See Flexibly Scheduled Activities

Wednesday Afternoon

- Visit from the technical college apprenticeship coordinator who explains the apprenticeship system and the process for entering the trades, gives the earnings levels and the length of apprenticeships for the different trades, and describes apprenticeship tests
- Role model panel; three to four racially/ethnically diverse women who have succeeded in the nontraditional jobs in which the program participants are interested

Thursday -- See Flexibly Scheduled Activities

Friday Morning -- See Flexibly Scheduled Activities

Friday Afternoon

- Participants decide whether or not they want to pursue nontraditional skills-specific training; they do not have to decide what kind of nontraditional skills-specific training at this point
- Go over nontraditional self-screening questionnaire from the STEP-UP for Women curriculum, given out on Thursday (ordering information follows this outline)
- Discuss participants' journals (participants should be keeping journals of their experiences and feelings throughout the week)
- Participants present their reports on the nontraditional jobs they researched
- Describe the NET SUCCESS SKILLS program

Flexibly Scheduled Activities

- Hands-on job shadowing at a technical college vocational lab; participants are paired with a student in the lab; participants watch and try their hand at different activities (for example, if participants are visiting the welding lab, they take a torch and melt something); 3 1/2 to 4 hours
- At least one industry tour so that participants can see what working in a nontraditional job is like (for example, there may be no other women on the site and offensive posters may be hanging on the walls); 3 1/2 to 4 hours
- Hands-on visit to a PIC service provider training facility (for example, at a construction training site participants climb scaffolding); 3 1/2 to 4 hours
- Visit to a vocational lab with several stations focusing on different trades, such as electronics, robotics, air conditioning and refrigeration, carpentry, and plumbing; participants pick one station and work on a project (for example, at the carpentry station, participants build a spice rack); participants gain familiarity with use and identification of tools; 3 1/2 to 4 hours

These tours and visits try to cover the construction, industrial, and graphic arts trades, and a NET Project representative is always with the participants. NET Project staff work with vocational instructors to make them feel a part of the program and, whenever possible, work with female instructors.

- "Math Courage;" not a math class, but a one-hour workshop to help participants overcome their math fears by showing participants how they do calculations every day

NET SUCCESS SKILLS

NET SUCCESS SKILLS is a 88-hour program of support, placement and retention services for women planning to enter nontraditional skills training and jobs. Women participate in 64 hours of NET SUCCESS SKILLS (four days a week for two weeks) before entering nontraditional occupational skills-specific training. During skills-specific training, SUCCESS SKILLS participants attend three Saturday workshops to discuss issues and answer questions that arise during nontraditional skills-specific training and to prepare them for placement in a nontraditional job. These workshops can be flexibly scheduled, for example, during weekday evenings and/or on the work or training site, to make it easier for women to attend.

Before Nontraditional Skills-Specific Training:

Monday Morning

- Introduction to NET SUCCESS SKILLS; explain program schedule and activities
- Icebreakers; participants form small groups and make lists about the things they want to know about the other participants

- Complete program paperwork
- Return the nontraditional self-screening questionnaire completed during TRY NET for participants to refer to during SUCCESS SKILLS
- Do sex-role stereotyping exercise (from STEP-UP curriculum)
- Explain group contract (STEP-UP); participants and instructor create ground rules for the group together; the list is then typed and signed by participants and staff

Monday Afternoon

- Participants work on setting goals for themselves regarding nontraditional training (STEP-UP)
- Physical conditioning at the local YMCA (1 1/2 hours); participants develop a plan for how they will gain the physical skills they need for the nontraditional occupation they choose; an instructor from the YMCA leads daily physical conditioning that alternates aerobic exercise and strength training, with an emphasis on upper body strength; participants work with free weights and vary the kinds of aerobic exercise; the YMCA offers discounted memberships to participants after they complete SUCCESS SKILLS

Tuesday Morning and Afternoon

- Open forum to discuss feelings and issues participants may have about the program or entering nontraditional skills training; 5 to 30 minutes, depending on how much participants have to talk about
- Participants do skill inventories to identify nontraditional job-related skills, strengths and qualities (STEP-UP)
- Explain how to fill out employment applications for nontraditional jobs; participants fill out sample applications
- Practice job interviewing skills (STEP-UP); show participants how to answer difficult questions job interviewers may ask about being a woman in a male-dominated occupation, do role plays where the participants interview each other; if possible, videotape to view later
- Physical conditioning

Wednesday Morning

- Open forum
- Math class; use a combination of dice and card games (STEP-UP) and local resources (have local women in nontraditional jobs come to class and bring specific items from their jobs that relate to math, such as blueprints); must adapt to the differing math needs of participants (some may need a lot of remediation, others may have taken some college math)

Wednesday Afternoon

- Assertiveness training instruction and exercises, focused on demonstrating appropriate responses to a variety of trades situations (STEP-UP)
- Physical conditioning

Thursday Morning

- Open forum
- Assertiveness training, focused on demonstrating appropriate responses to a variety of trades situations (STEP-UP)
- Career counseling; during assertiveness training, the counselor takes each participant aside for 15 minutes and talks with her about her nontraditional career options; additional individual conferences can be scheduled to help participants make a decision about which type of nontraditional occupation to pursue; participants should decide on which type of nontraditional job they are going to pursue by the end of this week

Thursday Afternoon

- Work on developing decision-making and problem-solving skills related to nontraditional employment (STEP-UP)
- Physical conditioning

Friday -- No Class

Monday Morning

- Open forum
- Work on building self-esteem and continue assertiveness training (STEP-UP)

Monday Afternoon

- Communication skills; participants tell stories about how men communicate
- Work on building rapport with the men on a job site (STEP-UP)
- Work on developing conflict resolution skills related to working on a male-dominated worksite
- Physical conditioning

Tuesday Morning and Afternoon

- Open forum
- Instruction on what is sexual harassment and discrimination (using STEP-UP materials and *9to5 Guide to Combating Sexual Harassment*, ordering information follows); participants role play how to defuse sexual harassment and learn how to obtain emotional support; attorney who specializes in sexual harassment explains what is and is not sexual harassment
- Physical conditioning

Wednesday Morning

- Open forum
- Math class

Wednesday Afternoon

- Health and safety procedures on the job; presentation by an occupational health and safety expert who can give specific health and safety information about the nontraditional jobs in which participants are interested
- Physical conditioning

Thursday Morning

- Open forum
- Assertiveness training
- Work on developing listening and feedback skills, focusing on feedback in a nontraditional employment context

Thursday Afternoon

- Graduation party; invite a speaker to make a short presentation; invite everyone involved with the feeder program; try to provide cake, participants often bring other refreshments
- Complete final details; answer participants' questions about the nontraditional skills-specific training programs; make certain that participants know where they are going for training
- Physical conditioning

65

Friday -- No Class

Ongoing Activities

- Participants keep journals; instructor gives assignments for journal entries (for example, how does the trade you are interested in relate to today's activities?); participants can share journal entries during the open forum each morning
- Participants research which nontraditional occupation they want to do, for example, by visiting worksites, union halls, and vocational schools
- Instructors connect participants with role models in the nontraditional occupations in which they are interested
- Instructors line up nontraditional skills-specific training placements for participants through the JTPA system

During Nontraditional Occupational Skills-Specific Training:

First Saturday

- 1 to 2 hour unstructured support group; use list of questions in STEP-UP curriculum to stimulate discussion
- Work on study skills
- Work on test-taking skills, using Ohio Nontraditional Occupations for Women (ONOW) curriculum and some local training program resources (ordering information for ONOW curriculum follows)

Second Saturday

- Support group
- Review goal setting; work on time and family management (STEP-UP)
- Identifying support systems for women in nontraditional jobs (STEP-UP); define support systems; participants identify their current support systems and how to improve them

Third Saturday

- Support group
- Address the pros and cons of union versus nonunion work
- Review interviewing skills; participants role play job interviews again; discuss their improvement since the beginning of SUCCESS SKILLS; if it was possible to videotape the job interview role plays done earlier, videotape the role plays again and review for improvement
- Help with how to handle the transition from welfare to work, including losing your medical care
- Help with where to buy tools and clothes needed for nontraditional jobs

NET SUPPORT

During nontraditional skills-specific job training and after job placement, participants in the NET Project are enrolled in an ongoing group of program alumni, mentors and NET Project staff. The women in the group assist and support each other in the daily challenges of the workplace and in pursuing further training, education and personal development.

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

ORDERING INFORMATION FOR CURRICULUM MATERIALS USED BY THE MILWAUKEE NET FEEDER PROGRAM

STEP-UP for Women
Women's Resources: A Curriculum in Empowerment for Tradeswomen

contact:
Northern New England Tradeswomen, Inc.
RR 2 Box 66-17
St. Johnsbury, VT 05819
(802) 748-3308

cost: $65, plus $4 shipping

Based on a model JTPA nontraditional program, this curriculum includes units on self-development, math skills, job development, and how to handle sexual harassment. Physical conditioning and trades classes are outlined, and the recruitment process is described in depth.

Orientation to Nontraditional Occupations for Women
ONOW Curriculum

contact:
Sex Equity Resource Center
Instructional Materials Lab
1900 Kenny Road
Columbus, OH 43210
(614) 292-4277

cost: $25

This curriculum, based on a model Carl Perkins-funded nontraditional program, contains units on self-development, fitness, math, career guidance, blueprint reading, tools, and job-search skills. Step-by-step lessons are provided, accompanied by exercises, assignments, and readings, and followed by weekly quizzes.

The 9 to 5 Guide to Combatting Sexual Harassment

contact:
9 to 5
National Association of Working Women
614 Superior Avenue, NW
Cleveland, OH 44113
(216) 566-9308

cost: $9.95, plus $3 shipping

9 to 5 outlines what is and is not sexual harassment and offers candid advice to women on what to do if they are sexually harassed on the job and how to obtain emotional support. Also includes recommendations for employers and labor unions on how to prevent sexual harassment in the workplace.

NET PROJECT
Training Program Agreement

In entering the Non-traditional Employment Training project, I agree to abide by the rules of the project. I also agree to meet the project expectations. I understand that by doing so, I will create the best opportunity for my own success in a non-traditional occupation.

PROGRAM EXPECTATIONS

Attendance, punctuality, dress, attitude and performance are all components of the world of work that are considered by employers in hiring, job assignment and promotion. These same factors will be used by the NET staff to determine the training and job readiness of project participants. As participants, NET students are expected to treat this program with the same importance and respect they will treat their jobs.

NET students have the opportunity to develop skills in many areas. Central to this learning is the need to communicate and work together. A commitment to respect the staff and students, communicate positively and participate fully in classes is crucial to the success of each individual in the project.

To be eligible for graduation, women will be expected to follow the program guidelines and expectations. Any questions or comments on the rules and expectations of the NET project should be addressed to the NET staff to prevent any obstacles to graduation.

NET PROJECT
Training Program Agreement

PROGRAM RULES

1.) Ninety percent (90%) attendance is required for all classroom hours.
TRY NET is a one week program of 32.5 hours.
NET SUCCESS SKILLS is a two week program of 60 hours.
SUCCESS SKILLS WORKSHOPS 1, 2 & 3 are three full day workshops to be scheduled during job training.

2.) All absences must be approved by the NET instructor.

3.) Emergency absences are to be called in to the NET office at 933-9004.

4.) Drug or alcohol use during or prior to classes will be cause for immediate dismissal.

5.) Safety rules must be followed during classroom training, worksite visits and lab visits.

6.) Equipment issued for classroom and lab use is not for personal use and is to be returned at the end of training.

7.) Personal business will be taken care of during break and lunch times, and will not be allowed during class.

8.) Smoking is only permitted in designated areas.

I have read and understand these requirements and expectations.

Signature ________________________________

Print name ________________________________

Date ________________________________

Instructor's Initials ______

NET Project
PROGRAM EVALUATION

Date ____________________

1. What are your feelings about the project as a whole?

2. Please give your evaluation of the following parts of the NET Project:

	Excellent	Good	Fair	Poor
TRY NET				
Overall quality of the program	______	______	______	______
Instructor effectiveness	______	______	______	______
Class content	______	______	______	______

Comments:

SUCCESS SKILLS				
Overall quality of the program	______	______	______	______
Instructor effectiveness	______	______	______	______
Class content	______	______	______	______

Comments:

PHYSICAL CONDITIONING				
Overall quality of the program	______	______	______	______
Instructor effectiveness	______	______	______	______
Class content	______	______	______	______

Comments:

3. What have you liked about this program?

4. What have you disliked about this program?

5. What do you feel are the most important things you have gotten out of this program?

   1.

   2.

6. What are the hardest things for you in this program?

   1.

   2.

7. What would have made this class better for you?

8. Would you recommend the NET Project to others?

9. Suggestions for improving future programs.

10. Any other comments or opinions.

POSITION TITLE: Nontraditional Employment Training (NET) Project Coordinator

GENERAL RESPONSIBILITIES

The primary purpose of this position is to coordinate and provide services within a JTPA training program that focuses on the development of skills for women seeking to enter nontraditional occupations, and to provide training and technical assistance to staff and agencies that are involved with related portions of the participants' training and employment.

DUTIES

- provide introductory workshops on the NET Project and issues related to nontraditional occupations to program participants
- assist in the development and implementation of curriculum
- develop internal programs as necessary to the project
- present portions of the curriculum to participants
- facilitate the involvement of employers, employer associations, union officials, apprenticeship committee members, and community organizations in the program
- work with the NET Project Leadership Team to meet the project goals by communicating an ongoing evaluation of the program elements
- provide direction to the NET Instructor
- develop the methods for participation of Milwaukee Women in the Trades in mentoring and curriculum
- make presentations on the project to outside organizations and agencies
- communicate with program staff from other agencies and coordinate services as needed
- work evening and weekend hours as needed
- prepare monthly reports of program progress
- provide participant counseling as appropriate to the project

POSITION QUALIFICATIONS

- a background of occupational experience in a nontraditional career, preferably in the skilled trades (construction, manufacturing, printing, service mechanic) with substantial hours of field experience

- must have the ability to motivate training program participants to achieve success in the training program as well as in eventual job placement

- must be able to articulate to various organizations and persons the realities, advantages, and difficulties for women in nontraditional occupations

- must have the organizational ability to achieve continuity with the numerous program elements

- five years experience in a nontraditional occupation required with a journey-level card or equivalent certification

- technical school or college attendance in addition to trade education preferred

- volunteer or work experience with a community-based organization serving women or diverse populations preferred

- drivers license required

- ability to work varied hours may be required

POSITION TITLE: Nontraditional Employment Training (NET) Project Instructor

GENERAL RESPONSIBILITIES

The primary purpose of this position is to present curriculum in a JTPA training program that focuses on the development of skills for women seeking to enter nontraditional employment and to develop and maintain a mentoring relationship with the participants during training and the first year of job placement.

DUTIES

- conduct classes and workshops using the NET curriculum
- teach various hands-on skills (tool handling, reading of measuring instruments, etc.)
- assist NET Coordinator with presentations to employer groups, unions, and organizations
- provide mentoring to program participants
- assist in implementing internal programs and services
- assist the coordinator in evaluating the program staff
- communicate with project intake and placement staff
- communicate with NET Leadership Team and Milwaukee Women in the Trades on program needs
- prepare monthly reports on program progress
- schedule speakers for classroom presentations
- work evening and weekend hours as needed
- provide participant counseling as appropriate to the project

POSITION QUALIFICATIONS

- a background of occupational experience in a nontraditional career, preferably in the skilled trades (construction, manufacturing, printing, service mechanic) with substantial hours of field experience

- must have the ability to motivate training program participants to achieve success in the training program as well as in eventual job placement

- must be able to articulate to various organizations and persons the realities, advantages, and difficulties for women in nontraditional occupations

- must have the organizational ability to achieve continuity with the various program elements

- seven years experience in a nontraditional occupation required with a journey-level card or equivalent certification

- technical school or college attendance in addition to trade education preferred

- volunteer or work experience with a community-based organization serving women or diverse populations preferred

- drivers license required

- ability to work varied hours may be required

WE CAN PROVIDE...

- ☆ CAREER GUIDANCE
- ☆ TRAINING
- ☆ SUPPORT
- ☆ JOB SKILLS
- ☆ PLACEMENT

...FOR WOMEN WANTING TO ENTER THE SKILLED TRADES

For more Information contact:

GATES -DSS
700 W. Michigan
227-2500

HIRE CENTER
838 W. National
649-4820

MIDTOWN
2800 W. Capitol
873-6400

OIC
2939 N. Martin Luther King
265-8971

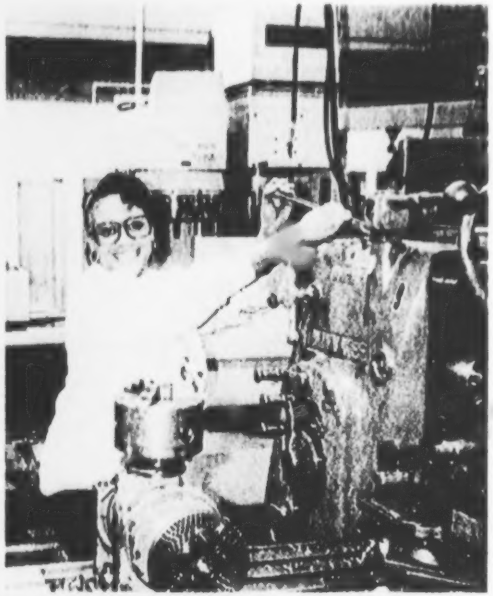
YWCA
3112 W. Highland
933-1800

Milwaukee ***Non-traditional Employment and Training*** *is a joint project of the Milwaukee Area Technical College, Milwaukee Private Industry Council, Milwaukee Women in the Trades, Wider Opportunities for Women and the YWCA.*

BEST COPY AVAILABLE

Good Jobs with High Wages and a Future... FOR WOMEN!

Milwaukee Non-traditional
Employment Training
The NET Project



Do You...

?

☐ Like to work with your hands?
☐ Do repairs around the house?
☐ Enjoy working out doors?
☐ Want to make a good wage?

...then consider a non-traditional career

Non- traditional careers are any that we usually think of as "men's jobs", like work in construction, auto mechanics, plumbing, welding, printing or machine tooling.

But there are women that also do these jobs, and you can too.

In the Milwaukee area, these skilled trades jobs pay entry level wages between $7 and $9 an hour. Experienced people make $14 - $22 an hour.

More than just pay, careers in the trades offer good benefits and job prospects. And working with your hands gives a feeling of pride and accomplishment.

The Milwaukee NET project will help you train for non-traditional jobs.

We offer you *free:*.

☆ **Career exploration**
☆ **Hands-on training**
☆ **Support from experienced tradeswomen**
☆ **Job placement**

Milwaukee NET is a
free 3 week course,
followed by
free job training
and
free job placement

YOU WILL RECEIVE CLASSES IN

- using tools
- apprenticeships
- industrial terms
- personal strength
- math
- physical conditioning
- on the job safety
- assertiveness
- and more

Are you ready for a good job paying a good wage?

YOU CAN DO IT!

see back page for details on where to call for more information.

FREE TRAINING FOR HIGH PAYING JOBS FOR WOMEN!

Want a job with a good wage and a decent future?

The Non-Traditional Employment Training Project is for You!

WE OFFER:
- ✱ Hands-on training
- ✱ Career guidance
- ✱ Physical fitness
- ✱ Support from experienced tradeswomen
- ✱ Job placement

Call Today For More Information ....

GATES - DSS 227-2500
HIRE CENTER 649-4820
MIDTOWN 873-6400
OIC 265-8971
YWCA 933-1800

THE NET PROJECT
NON-TRADITIONAL EMPLOYMENT TRAINING

BEST COPY AVAILABLE

FISCAL YEAR 1992 - 1993 ACTIVITY NUMBER(S) 09-887-150

UNIFORM APPLICATION INFORMATION FOR STATE ADMINISTERED FUNDS

1. FUNDING SOURCE (Check One)

ABE:
___ Instructional Program
___ Institutionalized Individuals
___ Special Demonstration
___ Staff Development

JTPA:
___ Occupational Classroom Training
___ Classroom Training - Other
___ Other

VEA:
xx Title II
___ Title III

STATE INCENTIVE GRANT:
___ Emerging Occupations
___ Basic Skills
___ Adult Literacy
___ Workplace Education

___ STATE DISPLACED HOMEMAKER

________ (SPECIFY) OTHER

2. APPLICANT Milwaukee Area Technical College/Private Industry Council of Milwaukee Coun

3. APPLICATION TITLE Non-Traditional Employment Training (NET) Project

4. APPLICATION STATUS FOR STATE ADMINISTERED FUNDS (Check One / Provide REVISION Date):

NEW (Application has not been funded previously) xx
CONTINUING (Application was funded in the preceding year) ___
REVISION (Application revises a New or Continuing application): Enter Revision Date __/__/__

5. TOTAL ACTIVITY COST $ 104,850

STATE ADMINISTERED FUNDS REQUESTED $ 25,000

6. APPLICATION ABSTRACT: The abstract is to succinctly describe the purpose of the application, including the number of individuals, if any, to be served and the outcomes of the proposed activities. This abstract will be used in informational publications.

The Non-traditional Employment Training (NET) Project is a collaborative effort aimed at increasing the number of female JTPA participants enrolled in non-traditional training and placed in non-traditional jobs. The NET Project goal is to bring about a comprehensive change in the JTPA system to create models for integrating non-traditional employment training for women throughout the JTPA system, as mandated in the Non-traditional Employment for Women (NEW) Act.

6a. NUMBER TO BE SERVED (if any): 100

7. APPLICANT CONTACT PERSON Winifred White/William J. Malone TELEPHONE (414)-278-6580
(414) 271-7557

8. I certify that the information contained in this application is in compliance with federal and state regulations and application guidelines.

~~DISTRICT DIRECTOR~~ SIGNATURE ________ DATE [illegible]
Executive Vice President

9. TOTAL COST BY FUNDING SOURCE(S): If an applicant plans to receive funds from sources other than or the same as the one checked in Item 1, above, the applicant is to estimate the dollar amount by source in the table below.

A. State Agency Administered Funds Requested

$ 25,000	Vocational Education Act
$	Adult Education Act
$	Job Training Partnership Act - 8%
$	State Incentive Grants - Emerging Occupations
$	State Incentive Grants - Basic Skills
$	State Displaced Homemakers
$	State Correctional Inmate Training
$	State Chauffeur Training
$	State Instructor Occupational Competency
$	
$	

B. Other State or Federal Funding Sources (Specify Source; e.g., DVR, JTPA-SDA)

$ 73,600	JTPA Title IIA - PIC of Milwaukee County
$	
$	
$	
$	
$	
$	
$	

C. Total Non-State/Non-Federal District Match (Unduplicated). Enter the total unduplicated district and/or sub-grantee funds which will be used to match the funds in A and B.

$ 6,250	Cash
$	In-Kind (for JTPA)

D. $ 104,850 TOTAL ACTIVITY COST (From All Sources A Through C, above. The sums of A, B, and C should equal the Total Activity Cost (from all sources) given in Item 5.)

10. APPLICATION NARRATIVE:

A. STATEMENT OF NEED

The training and job placement services provided to many female JTPA participants does not meet the primary goal of the Job Training Partnership Act which is, to increase economic self-sufficiency by training and placing them in jobs which provide wages and benefits capable of relieving dependency on public assistance and providing the opportunity for future career advancement.

If the JTPA goal is to be met, women must gain access to a broader range of training opportunities in occupations which offer higher wages and benefits, along with greater prospects for long-term career growth.

Currently, female JTPA participants who are placed in jobs following PIC-funded training, face a substantial wage gap between their placement wage and the placement wage of male program completers. In 1990-91, women had a placement wage that was $.81 less than male completers.

Historically, training programs funded by the PIC have been characterized by rigid gender segregation combined with the tendency to fund "female programs" which focus on traditional occupations with low wages and little opportunity for career advancement. Programs usually are all male or all female; with men receiving training in fields such as carpentry and auto mechanic, while women are trained in clerical skills and child care work.

According to data from the U.S. Department of Labor, women in non-traditional jobs earn from 20% to 30% more than women in traditional jobs.

Despite increases in the percentage of women in the total workforce, and projections that by 2000 women will be a majority of the workforce, the percentage of women occupied in non-traditional jobs has remained essentially constant over the past decade.

Those programs which do offer non-traditional training to women, such as the Sherman Park Redevelopment Corporation's painting and carpentry pre-apprenticeship program, have reported great difficulty in recruiting and retaining women in their training.

The PIC, in partnership with the YWCA of Greater Milwaukee, is participating in a two-year demonstration project, funded in part by the Ford Foundation and the U.S. Department of Labor, to develop local strategies to improve access for women to training and employment in occupations which have been traditionally closed to them. The Non-traditional Employment Training Project is intended to develop local training programs and support services which recruit, train, place and retain women in jobs which provide greater opportunities for economic self-sufficiency and career advancement. A Leadership Committee of 30 local education, labor, employer and women's advocacy groups is in the process of developing effective local efforts to reduce the barriers facing women who consider careers in Non-Traditional Occupations (NTO).

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The PIC was chosen to receive this grant because of its efforts to offer non-traditional training to JTPA participants. Current training opportunities exist for women in carpentry and painting pre-apprenticeship training, auto body and mechanic training, and welding. In competing for the NET grant, the PIC identified welding, plumbing, printing, and machine tooling as occupations which will be targeted for the development of new training programs.

B. CONTINUUM OF SERVICES AND COORDINATION

Participants of the NET Project will receive a coordinated set of services which have been identified by the NET Leadership Committee and its technical assistance team as crucial to successful non-traditional employment training.

Initial recruitment, intake, certification, assessment and orientation of program participants will be conducted through the PIC Career Advancement Center (CAC) network. All female participants will receive information regarding non-traditional training opportunities available to them through JTPA.

Those women who express interest, will be referred to MATC's Family and Womens Resource Center (FWRC) where they will receive a series of services which will determine their interest and aptitude for the non-traditional training available. Services available through the FWRC will include career exploration, support services needs assessment, esteem building, mentoring, and other activities intended to build the capacity of women to choose and complete a non-traditional training program.

One Hundred participants will be enrolled in job-specific non-traditional occupational training which will be conducted by service providers who have been selected by the PIC through its JTPA funding process. Training will be conducted in a variety of occupations, with particular emphasis on the four occupatiobs which have been identified by the NET Leadership Committee.

Throughout the training period, which will last an average of six months, participants will receive intensive support services through the NET Project staff. Those services will be integrated with the job-specific training and will include physical conditioning, survival skills, stress reduction, peer support, and other services. These services will be conducted by a team of professional and volunteer staff led by the YWCA of Greater Milwaukee, Milwaukee Women in the Trades and Milwaukee 9 to 5.

In addition to serving the needs of participants, NET Project staff will conduct regular in-service sessions and technical assistance on non-traditional training to CAC staff, service provider staff, employer groups and other groups that express interest in learning more about integrating women more fully into the workforce.

After completing training, women will receive continued support services to help make the transition from training to employment, and increase long-term retention rates.

Primary responsibility for coordination of NET Project activities rests with the NET Leadership Committee. All of the service providers for this project are represented on the leadership Committee.

- Advantages and disadvantages of non-traditional occupations:
- Qualities, abilities and personality traits likely to lead to success in non-traditional occupations;
- Skills and experiences transferable and applicable to non-traditional occupations; and
- Programs available to prepare women for non-traditional occupations.

b. Outcomes

As a result of attending the workshop, 200 women will advance to Activity 2 which will provide detailed information about, and preparation for, available JTPA non-traditional training.

c. Staff

1 NET Coordinator @ .25 FTE.
1 NET Instructor @ .25 FTE.
CAC Intake Staff @ No cost to project.

Activity 2. TRY NET: Orientation to NTO

a. Participants/Products

Two Hundred women who have attended **"The NET Option For Women"** workshops at the CAC, and who would like more details about specific training opportunities, will be referred to the FWRC where staff will help participants determine their specific training interests, and receive training in a variety of topics intended to better prepare them to succeed in training and on the job.

TRY NET will have two major components: assessment of training interests and support services needs, and career exploration and selection.

The objectives of TRY NET are to:

- Enable participants to make an informed choice about pursuing non-traditional training;
- Assess participant interest, aptitude and motivation ; and
- Recruit capable women into JTPA non-traditional training programs.

The specific activities will include:

- Completion of career assessment exercises;
- Support service needs assessment;
- Exploring choices in career selection;

Day-to-day coordination of the NET Project is the responsibility of the PIC Manager of Planning and Program Development. Wider Opportunities for Women, Inc., of Washington, D.C., will continue to provide on-going technical assistance throughout the implementation of the project.

In Milwaukee County overall responsibility for planning and coordinating employment and training services is managed by the Milwaukee County Collaboration Council which sets goals for cooperation among the many providers of services. The PIC Board of Directors has established the preparation of women for non-traditional employment as a major goal of its JTPA program.

Responsibility for implementing that goal has been placed in the hands of the NET Project Leadership Committee which has supervised the development of this proposal and other efforts to promote the goal of increased opportunities for women in non-traditional employment.

C. ACTIVITIES

Activity 1. Introduction to Non-traditional Employment Training: The NET Option For Women

a. Participants/Products

All persons seeking employment and training services in Milwaukee County must visit one of several Career Advancement Centers (CAC), which provide a full range of services, including: eligibility certification, educational and vocational assessment, Employability Development Planning, case management, pre-employment skills training, and referral to training.

As part of the activities of the CAC, women will attend a four-hour workshop entitled, "The NET Option For Women", which focuses on non-traditional training opportunities available to women through JTPA and the vocational education system.

Three to four workshops will be conducted each week, serving an average of 80 women weekly. Approximately 3,000 will attend the initial workshops.

The objectives of the workshops are to:

- Familiarize participants with non-traditional occupations and the NET Project;
- Increase the participant's ability to assess the training options available; and
- Discuss the issues that will confront women who seek training and employment in occupations which have traditionally been closed to women.

Workshop topics will include:

- Historical context: The socialization of women into "womens' work";
- Dispelling the myths of women in non-traditional occupations;

- Sharing personal experiences of women with non-traditional careers;

- Descriptions of available JTPA and MATC training programs;

- Presentation and discussion of job descriptions in targeted occupations;

- What it takes to succeed in non-traditional occupations;

- Role-playing: "Jobsite Lunch"; and

- Hands-on experiences:
    - Workstation presentations;
    - Tool identification and handling;
    - Visits to worksites to observe tradeswomen at work.

b. Outcomes

100 women will enroll in JTPA non-traditional training; 20 women will enroll in MATC certificate or diploma non-traditional training programs.

c. Staff

1 FWRC Coordinator @ .04 FTE.
1 FWRC Student Services Coordinator @ .50 FTE.
1 FWRC Vocational Evaluator @ .03 FTE.
1 NET Coordinator @ .25 FTE.
1 NET Instructor @ .5 FTE.

Activity 3. Physical Conditioning

a. Participants/Products

One Hundred women who are enrolled in JTPA non-traditional training will participate in a physical conditioning program developed in cooperation with training providers, to help participants build the physical strength necessary to perform the duties of the occupations for which they're being trained. Trainees will receive six hours per week of physical training during the duration of their training.

The objectives of physical training are to:

- Condition participants' bodies for the demands of the target occupations;

- Develop a personal, long-term conditioning program for each participant to maintain health and physical strength;

- Learn to accomplish difficult physical tasks in a way that uses limited physical strength to the best advantage; and

- Learn the job safety and health hazards of non-traditional occupations, and the procedures for minimizing those hazards.

b. Outcomes

100 women will increase their physical condition and strength, particularly upper body strength, by 50 percent.

c. Staff

1 NET Physical Conditioning Instructor @ .25 FTE.

Activity 4. On-going Support Services

a. Participants/Products

Hanging Tough: Developing the Skills Needed to Stay in Training.

Program participants will receive intensive survival skills training along with the occupational training component to make them better able to handle the special challenges they will face as they enter training and the workforce.

Participants will receive up to 130 hours (one hour per day for up to 26 weeks) of survival skills training along with the job-specific occupational skills training.

The objectives of this activity are:

- To provide realistic expectations of non-traditional occupations;
- To improve the self-esteem and motivation of participants;
- To develop decision-making and problem-solving skills that will contribute to success in non-traditional occupations;
- To help participants use the NET training as a lifetime career skills training program;
- To develop skills needed to deal with an environment which can be hostile and discriminatory;
- To build a partnership of trust between the participants and WITT members for on-going support after completion; and
- To assist participants in career selection.

Activities will include:

- NTO video presentations and discussions;
- Role model discussions with WITT members;
- Networking with key representatives in labor and management to understand:
    - Employer expectations;

    - Industry hierarchies and systems;
    - Industrial terminology;
    - The apprenticeship system placement process;
    - The role of unions;

- Dealing with men and women on the job;
    - How to handle sexual harassment and discrimination;
    - Cross-gender communication;

- Building personal strength and overcoming fears;
    - Personal barriers to success;
    - Goal-setting;
    - Assertiveness; setting limits;

- Methods for career advancement;

- Interviewing skills;

- Resources for support
    - Family and friends as support;
    - WITT's mentor program.

b. Outcomes

One Hundred percent of women enrolled will participate in Survival Skills training; 75% of participants will successfully complete training; all completers will be placed in a non-traditional job.

c. Staff

1 NET Coordinator @ .2 FTE.
1 NET Instructor @ .2 FTE.
Guest instructors as appropriate @ No cost to project.

Activity 5. Post-placement Retention and Support

a. Participants/Products

After placement, program participants will be offered continuing support services intended to increase job retention by addressing issues which threaten the ability of the worker to remain on the job. The objective is to provide a network of on-going support for women in non-traditional occupations.

Activities will include an on-going support group for women in non-traditional occupations, which will provide support and friendship to women working in non-traditional occupations, and build mentoring relationships among tradeswomen, and keep participants informed on topics of current interest.

Forty women will participate in monthly two-hour support groups, and one-on-one counseling between participants and mentors as needed.

b. Outcomes

Eighty percent of the women placed in non-traditional jobs will still be on the job 13 weeks following placement.

c. Staff

1 NET Coordinator @.3 FTE.
1 NET Instructor @ .05 FTE.
WITT members @ No cost to project.

D. EVALUATION

Activity Number	Outcome Measures/Standards	Methods, Instruments	Person(s) Responsible
1.	200 women enroll in TRY NET orientation	Career Assessments, Support Services Assessments completed	NET Coordinator
2.	100 women enroll in JTPA non-traditional training; 20 women enroll in MATC non-traditional training	Completed JTPA enrollment forms; MATC enrollment forms	NET Coordinator FWRC Coordinator
3.	75 women increase strength	Pre- and Post Tests of strength	NET Physical Conditioning Instructor
4.	100% enrolled will participate in Survival Skills training; 75% will successfully complete training; all completers will be placed in a non-traditional job	Monitoring of attendance; JTPA Placement records	NET Coordinator PIC Staff
5.	80% placed will be on the job 13 weeks following placement	JTPA Post-placement follow-up records	PIC Staff

E. TIME LINE

Activ.	J	A	S	O	N	D	J	F	M	A	M	J
1.	X	X	X	X	X		X	X	X	X		
2.		X	X	X	X			X			X	X
3.			X	X	X	X	X	X	X	X	X	X
4.			X	X	X	X	X	X	X	X	X	X
5.								X	X	X	X	X

F. TOTAL STAFF

No.	Position Title	FTE	Duties
1	NET Coordinator	1	NTO Introduction Workshops; Career Exploration; Survival Skills; Post-placement Retention and Support
1	NET Instructor	1	NTO Introduction Workshops; Career Exploration; Survival Skills
1	Physical Conditioning Instructor	1	Physical Conditioning Training
1	FWRC Coordinator	.04	Project Liaison
1	FWRC Student Services Coordinator	.50	Career Exploration Workshops
1	FWRC Vocational Evaluator	.03	Career Assessment

G. TOTALS BY QUARTER

See attached chart.

H. COURSES

Not Applicable.

G. ENROLLMENTS/OUTCOMES, EXPENDITURES BY QUARTER

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
a. New Participants	20	30	30	20	100
b. Continuing Participants (From Previous Year or Quarter)	0	16	40	46	38
c. Entered Employment	0	0	16	24	40
d. Entered Training	0	0	2	0	2
e. Otherwise Terminated	4	6	6	4	20
f. Ending Enrollment (a+b)-(c+d+e)	16	40	46	38	38
g. Expenditures	$29,200	$31,433	$31,433	$31,434	$23,500

VEA/A (1/91)

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT APPLICATION

FISCAL YEAR 1992 - 1993 ACTIVITY NUMBER 09-887-150

ACTIVITY TITLE Non-Traditional Employment Training (NET) Project

Complete this part for each activity for which funds are being requested.

1. VEA FUNDING SOURCE (Check One): Formula Allocation ___ RFP XX Other ___

   If RFP is checked, enter RFP title Sex Equity Activities

2. CBO: If the application is for a sub-grant to a community-based organization, enter the name of the CBO ___

3. In the year for which funds are being requested in this application, the proposed activity will be in what year of VEA funding? (Check One):

   XX 1st year ___ 2nd year ___ 3rd year ___ th year (specify)

4. PRIORITY (Check One)

   ___ SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN
   XX SEX EQUITY
   ___ CRIMINAL OFFENDERS
   ___ COMMUNITY-BASED ORGANIZATIONS
   ___ CONSUMER AND HOMEMAKING EDUCATION
   ___ SPECIAL SERVICES for members of special populations
   ___ ACTIVITIES FOR ALL STUDENTS

5. If Single Parents, Displaced Homemakers, and Single Pregnant Women; Sex Equity; Criminal Offenders; Community-Based Organizations; or Consumer and Homemaking Education is checked, the applicant shall check any of the activities listed below which is proposed to be provided under the RFP application. A separate activity number shall be provided for each item checked.

   XX Guidance and Counseling*
   ___ Dependent Care
   ___ Curriculum Development
   ___ Inservice
   * If Guidance and Counseling is checked, Item 8 of this form shall be completed.

6. If Special Services is checked, check the population the proposed activity will serve:

   ___ Handicapped
   XX Disadvantaged (Check also type of disadvantaged below)
      XX Economically Disadvantaged
      ___ Educationally Disadvantaged
      ___ Both
   ___ Limited English Proficient
   XX Participants in Activities Designed to Eliminate Sex Bias
   ___ Individuals in Correctional Institutions

7. Special Services or Activities For All Students is checked in Item 4, the applicant shall check one (1) of the purposes listed below under the relevant priority according to the requirements of the Postsecondary and Adult Programs section, above.

The applicant shall provide for each purpose in descending order; i.e. a lower level purpose shall not be funded with VEA funds until each higher level purpose has been provided for.

Special Services	Activities For All Students
___ Guidance and Counseling*	
___ Supplementary Services including Adaptation of Equipment	
___ Remedial Courses	
___ Upgrading of Curriculum	___ Upgrading of Curriculum
___ Inservice Training	___ Inservice Training
___ Apprenticeship Programs	___ Apprenticeship Programs
___ Tech-Prep Education	___ Tech-Prep Education
___ Special Services Coordinator	
___ Equipment	___ Equipment
___ Adult Training Programs	___ Adult Training Programs
___ Economic Development	___ Economic Development
___ Mentor Programs	___ Mentor Programs
___ Private Sector Providers	___ Private Sector Providers

* If Guidance and Counseling is checked, Item 8 of this form shall be completed.

8. If Guidance and Counseling is checked in Items 5 or 7, enter below the name of the ***certified counselor*** who will be ***responsible for organizing and administering*** the proposed activity; and, identify the counselor position by title in Item 10.C., Activities of the UA/SAF.

Name Kathleen Christensen
Title Director, Counseling

9. Each application for postsecondary and adult formula funds shall include:

   A. A UA/SAF (9/90) which shall not include Item 10.B., Continuum of Services and Coordination; and 10.E., Timeline; and

   B. A VEA/A (1/91).

09-887-150
VEA Budget Detail

July 1, 1992 - June 30, 1993

Milwaukee Area Technical College
Private Industry Council of Milwaukee County

Line No. 10.1	Salaries	Activity Number	Amount
	1 FWRC Coordinator @ 4% prorated at full-time annual rate of $44,087 (Match)		$ 1,763
	1 FWRC Vocational Evaluator @ 3% prorated at full-time annual rate of $54,557 (Match)		1,637
	Call Staff @ $20/hr @ 19 hrs. week		19,760
		Sub-total	$23,160
10.2	Fringe Benefits		
	Part-time 7.65%		1,512
	Full-time 34.1%		1,160
		Sub-total	$ 2,672
10.5	Supplies/Printing/Postage		
	Consumable supplies, printing training videos and materials (Match)		1,413 1,690
		Sub-total	$ 3,103
		Sub-total	$28,935
10.6	Other		
	8% Indirect Cost		$ 2,315
		Total Activity Cost	$31,250
		Federal Share Requested - 80%	$25,000
		20% Match	$ 6,250

STANDARD FINANCIAL REPORT - VE-AS-14 (REVISED 3/77)   1. PROJECT NUMBER 09-887-150   2. PRIORITY RANK

3. PROJECT TITLE Non-Traditional Employment Training (NET) Project   4. SECTION OF ACT

5. BUDGET/REPORT PERIOD: FROM July 1, 1992 TO June 30, 1993

LINE NO.	CATEGORY	6. BUDGET NO. BUDGETED	7. EXPENDITURE REPORT NO. REPORTED	CLAIMED	8. ENCUMBRANCE REPORT NO. REPORTED	CLAIMED
	ADMINISTRATION					
9.1	Salaries/Honorariums	$	$	$	$	$
9.2	Fringe Benefits					
9.3	Travel					
9.4	Equipment					
9.5	Supplies/Printing/Duplicating					
9.6	Other					
9.7	TOTAL ADMINISTRATION	$	$	$	$	$
9.8	FEDERAL SHARE REQUESTED ______ %	$	$	$	$	$
	PROG. IMPROV. & SUPP. SERVICES					
10.1	Salaries/Honorariums	$ 23,160	$	$	$	$
10.2	Fringe Benefits	2,672				
10.3	Travel					
10.4	Equipment					
10.5	Supplies/Printing/Duplicating	3,103				
10.6	Other	2,315				
10.7	TOTAL PROG. IMPROV. & SUPP. SERVICES	$ 31,250	$	$	$	$
10.8	FEDERAL SHARE REQUESTED 80 %	$ 25,000	$	$	$	$
	TRAINING/INSTRUCTION					
11.1	Salaries/Honorariums	$	$	$	$	$
11.2	Fringe Benefits					
11.3	Travel					
11.4	Equipment					
11.5	Supplies/Printing/Duplicating					
11.6	Other					
11.7	TOTAL TRAINING/INSTRUCTION	$	$	$	$	$
11.8	FEDERAL SHARE REQUESTED ______ %	$	$	$	$	$
12.	TOTAL ADMIN., SERVICES, & TRAIN./INST.	$ 31,250	$	$	$	$
13.	FEDERAL SHARE OF TOTAL ADMIN., SERVICES, & TRAIN./INST.	$ 25,000	$	$	$	$

14. FINAL CLAIM FOR REIMBURSEMENT YES ☐ NO ☒

15. DISTRICT/APPLICANT OR AUTHORIZED SIGNATURE ______ DATE 2/28/92

16. DISTRICT/APPLICANT TITLE Executive Vice-President

2/27/92

Reviewer # ______________
Total Points Awarded ________

REVIEW CRITERIA FOR RFP APPLICATIONS

RFP or Other Title Sex Equity

District/Applicant Milwaukee Area Technical College/PIC

Activity Number and Title 09-887-150 Nontraditional Employment Training (NET) Project

I. COMPLIANCE

A. For Chair use only. Does the application address one or more of the priorities specified in the RFP or other funding guidelines?

Yes ___ No ___

B. For Chair use only. Is each of the proposed activities fundable under the funding source?

Yes ___ No ___

C. Is the application abstract clearly and concisely stated; i.e., remembering that it will be published, does it adequately express the overall intent of the proposal?

Yes ___ No ___

D. Are all required items completed in this application?

Yes ___ No ___ If "No," list by form initials the number and title of the incomplete section; e.g., GPR/A, 3., Workplace Literacy. Briefly describe what the applicant must do to complete the section. (Use and attach additional pages if necessary.)

E. If the RFP or other funding directions require information in addition to that required by the UA/SAF, does the application provide it?

Yes ___ No ___ If "No," follow the directions for D., above.

II. APPLICATION RATING SCALE

A. Statement of Need (20 points)

- Does the application clearly demonstrate a critical need which can justify awarding State Administered funds?
- Does the supporting data present a valid demonstration of the need?

Score: (Circle rating and number)

Excellent	17	18	19	20	
Very Good	13	14	15	16	
Good	8	9	10	11	12
Fair	4	5	6	7	
Poor	0	1	2	3	

B. Total Cost by Funding Source(s) and Continuum of Services and Coordination (15 points)

- Does Item 9 indicate that other sources will also support the proposed activities? If so, are they and the dollar amounts identified?
- Does Item 10. B locate the proposed activities within the full range of related district services and those of other applicants plus external activities supported by other specified agencies and organizations which are involved in contributing to a total sequence of activities?
- Does Item 10.B. identify services to and retention of minority and handicapped students and describe how minority and handicapped students will be assisted in their transition into postsecondary vocational-technical education programs?
- Does Item 10B.3, identify a formal local coordination plan which has been developed by a local collaborative planning team and submitted to DILHR?
- Are key agency representatives from both the private and public sectors on the collaborative planning team? Are the roles and relationships well defined within the service delivery area?
- Are short- and long-range goals and objectives with specific timetables identified in the plan? Have state agency review team recommendations been implemented?

Score: (Circle rating and number)

Excellent			15	
Very Good	11	12	13	14
Good	7	8	9	10
Fair	3	4	5	6
Poor	0	1	2	

C. Activities (30 points)

- Does each proposed activity serve to meet the identified need(s)?
- Does each proposed activity specify the number and type of targeted participants or products?
- Is the outcome(s) for each activity realistic and stated in measurable terms?
- Is each activity adequately staffed to accomplish the proposed outcomes? Are all staff positions identified in the activities listed with a total workload estimate? Do the position titles and workload estimates agree with those presented in the Budget Detail?
- Are the numbers and type of persons to be served in activities proposing to serve individuals identified in each activity as appropriate?
- Is every item for which funds are requested in the Budget Detail justified in an activity statement and vice versa?

Score: (Circle rating and number)

Excellent			27	28	29	30
Very Good		22	23	24	25	26
Good	16	17	18	19	20	21
Fair		11	12	13	14	15
		6	7	8	9	10
Poor	0	1	2	3	4	5

D. Evaluation (15 points)

- Will the proposed evaluation methods taken as a whole determine whether or not the intent and Need of the application were met?
- Will each proposed activity be evaluated in a manner that indicates whether or not the expected outcomes were achieved?
- Will evaluations occur so that continuous improvements can be made?
- Do the evaluation processes involve key individuals; e.g., participants, staff, administrators or advisory committee members?
- Are provisions made to collect participant data as required for state reporting?

Score: (Circle rating and number)

Excellent			15	
Very Good	11	12	13	14
Good	7	8	9	10
Fair	3	4	5	6
Poor	0	1	2	

E. Time Line, Total Staff, Totals by Quarter and Courses (5 points)

- Are the proposed activities arranged in a logical time sequence, and does the time allotted to each proposed activity seem adequate for its accomplishment?
- Is every staff position listed in the Activities listed here with a total workload estimate in hours or FTE's; does the total workload for each position equal the sum of that position's workload from the individual activities; and do the position titles and workloads agree with those presented in the Budget Detail?
- Are the planned enrollments, outcomes, and expenditures by quarter for the proposed activity reasonable?
- Is each course proposed to be developed, modified or offered listed by its course number and title, and is the content of each briefly described? Is each course relevant to the achievement of the application's intent?

Score: (Circle rating and number)

Excellent	5
Very Good	4
Good	2 3
Fair	1
Poor	0

F. Budget Detail (15 points)

- Is each item in the Budget Detail justified in the Activities section?
- Do the budgeted amounts appear reasonable for the successful execution of each proposed activity and the application taken as a whole?
- Is the overall cost per outcome or the individual cost per item reasonable?

Score: (Circle rating and number)

Excellent	15
Very Good	11 12 13 14
Good	7 8 9 10
Fair	3 4 5 6
Poor	0 1 2

TOTAL POINTS POSSIBLE ON THE RATING SCALE 100

TOTAL POINTS AWARDED ___

III. RECOMMENDATION

Given your answers in the Compliance section, the rating score you gave to the application on the Application Rating Scale, and your comments and rationales, do you recommend this application for funding?

Yes ___	No ___
List the strengths of the proposal which justify funding it and the weaknesses which prevented it from receiving a higher score.	List the reasons for recommending disapproval of the application.

Strengths

Weaknesses

Reasons for Disapproval

SECTION - V

SPECIAL BIDDERS PACKAGE

THE NET OPTION

The Montgomery County Private Industry Council (PIC) is putting out a Request for Proposal for a Nontraditional Employment Training Feeder Program to increase the number of women trained, placed, and retained in nontraditional occupations (NTOs) through the Job Training Partnership Act (JTPA) and the Project Independence programs. A nontraditional occupation, as defined by the U.S. Department of Labor is any occupation that has less than 25% women. Currently, the PIC provides nontraditional skills training in the following areas: auto mechanics, electronic technician, building maintenance, preapprenticeship, printing, Montgomery College technical areas, as well as individualized on-the-job-training (OJT) contracts with employers and unpaid work experiences. Skills training in truck driving may become an option in the near future. These training areas may change in the coming program year.

The reason that the PIC is training women for nontraditional jobs is three-fold: to improve the likelihood that women trained through the PIC will become economically self-sufficient (nontraditional jobs pay 30% more than traditionally female jobs); to meet the requirements of the Nontraditional Employment for Women (NEW) Act, enacted in December of 1991; to eliminate the unique barriers which confront women seeking or in nontraditional training and jobs. The NEW Act requires Service Delivery Areas to set goals for training and placing women in nontraditional occupations.

The Nontraditional Employment Training (NET) Feeder Program model is based upon the Milwaukee NET Feeder Program, which is a demonstration site of the Nontraditional Employment Training Project which is run by Wider Opportunities for Women (WOW) in Washington, D.C. WOW's demonstration project was cited as a model in the U.S. Department of Labor Guidance letter on the NEW ACT in February 1992. For more information on the NET Project and the Milwaukee Feeder contact WOW at 202-638-3143.

The NET Feeder Program is four tiered:

PHASE ONE: The NET Option for Women (3 hours)
The NET Option for Women is a three hour introductory career information workshop which must be presented to all women clients in JTPA and JOBS. The NET Option is required to include the following components:

- A presentation by a role model who works in a nontraditional job or a videotape on women in nontraditional jobs targeted towards adult women.
- Myths about "women's" work
- An overview of the advantages and disadvantages of working in a nontraditional job
- Discussion of the personal qualities and abilities that help women to succeed in nontraditional jobs
- Presentations and printed information on the nontraditional training offered by the PIC and their enrollment requirements, the average wage at placement for each of the training programs, a description of the jobs that the training leads to, local labor market information, entry-level wage, and career ladders.
- Information on the other 3 tiers of the Feeder Program.

Numbers to be served:

Project Independence: 212 clients. NET Option workshops will be given in conjunction with Project Independence's regular group orientation for incoming clients. These orientations are given approximately 6 times per year.
JTPA: 60 to 70 clients. JTPA clients are currently assessed individually by the PIC. The service provider will work with the PIC to determine a way to present the NET option to JTPA clients in a group (with an optimal number of 8 to 10 women) on a regular basis.
Number of Sessions: Approximately one to two every two weeks.

PHASE TWO: TryNET - an orientation to nontraditional occupations (40 hours).
TryNET is a more intensive and interactive exploration of nontraditional training and career opportunities. Women who have attended the NET Option workshop and who would like more information on nontraditional careers, will be sent to this next step. Try NET will include in-depth career information in areas PIC provides NTO training, hands on experience with tools and machinery, worksite visits, role models, and assessment exercises. TryNET will enable participants to make an informed choice of JTPA NTO training programs.

TryNET is required to have the following components:

- Barriers to Nontraditional Occupations
- In-depth information on NTO training programs offered through PIC, career information in relevant NTO areas, and entry-level requirements and tests
- Presentations by Role Models/Panel in NTOs in relevant occupational areas
- Visits on-site to employers in relevant occupational areas
- Vocational Labs: Hands-on use of tools in relevant occupational ares
- Explanation of Apprenticeship system/unions, apprenticeship openings and requirements
- Assessment: Nontraditional Self-screening Questionnaire, Transferrable Skills
- Visits on-site to NTO training vendors.
- Math courage (overview on addressing math barriers)

Serving approximately:	130 women
Number of sessions:	Approximately 12 to 14

PHASE THREE: NET Survival Skills-a program of support, placement and retention services.
(80 hours before job training begins, 24 more hours during training)
Women enrolled in Survival Skills have committed to pursuing a nontraditional career. Survival skills is presented before and during the occupational training in order to help participants develop the necessary skills for survival in the workplace.

Survival Skills is required to have the following components:

- Physical conditioning, focussing on upper body strength
- Test taking: Apprenticeship and Employer exams. Focus on spatial relations and other areas women have difficulty with
- Tool identification and use. Trades terminology.
- Building rapport with male co-workers and supervisors.
- Coping with sexual harassment: role playing, role models. What the law is (attorney guest speaker)
- Technical math, reading blueprints, construction measurements
- Visit from Women Work, a tradeswomen support group in Washington.
- Safety and health hazards of NTO jobs

- Finding a mentor
- NTO training and career information revisited
- Dressing for the NTO workplace
- Handling childcare for non-9 to 5 jobs
- Overcoming resistance to working in a NTO from family, friends

Number to be Served: Approximately 60 to 80 women
Number of Sessions: Approximately 6 to 8

PHASE FOUR: NET Support - an ongoing system

After job placement, participants in the NET project will be enrolled in an ongoing group of program alumni, mentors and NET staff.

Saturday Support Groups - provides ongoing support to clients in NTO training.

Topics required:

- Support systems
- Buying tools, clothes
- Transition from welfare to work
- Harassment
- Childcare
- Interviewing: overcoming doubts because you are a woman

Number of Sessions: Approximately 20 per year.

IN-SERVICE TRAINING

Vendor will be responsible for providing training on NTO to employment and training system (including management and line staff of PIC, DSS, PIC vendors, related Montgomery College staff) to ensure that women seeking NTOs face a receptive environment. Required components of training are:

- Benefits and barriers of Nontraditional Occupations (NTOs)
  - For Women
  - For Service Providers
- A Role Model Panel, featuring women who have succeeded in entering nontraditional jobs
- An Employer Panel, featuring employers who have women workers in NTO fields
- Strategies for Recruiting Women for NTOs
- Presenting NTO Career Options to JTPA-eligible women
- Assessing Women's Skills for NTOs
- Components of the NET Feeder Program
- Job Development and Placement Initiatives
- Working with Employers/Labor Unions to Successfully integrate Women in NTOs into the Workplace

Vendor will conduct two training sessions per year.

EMPLOYER/UNION TRAINING

Vendor will conduct separate training for employers and unions on integrating women into a nontraditional work setting. Training components will include sexual harassment policy and implementation, staff training, preparing the workplace and for unions - serving as an advocate for the woman. (Vendor will conduct two employer training sessions per year and one labor session).

Vendor will serve as an intermediary between women in NTO training or placements (for 180 days) and NTO vendors and employers if a problem arises related to gender, and will work to resolve the problem.

RESOURCES AVAILABLE TO VENDOR RECEIVING CONTRACT THROUGH PIC BOARD AS A DONATION

The training components described above are based on SDA training that WOW has conducted as part of its Nontraditional Employment Training (NET) Project. They are based upon the lessons WOW has learned in its NET sites during the past year, regarding program elements for NTO training, the Director of WOW's NET Project sits on the Montgomery County PIC Board and has offered to make available a copy of all of WOW's training materials to the vendor selected at no cost. This will include a copy of its 250 page service provider manual which accompanies this training, "Training, Placing, and Retaining Women in Nontraditional Jobs', as well as two role model videos, and materials on sexual harassment prevention. WOW will also make available videos of NTO training sessions, not available to the public, for review, to assist the vendor with capacity building. Currently, WOW is the only organization providing training and technical assistance in the area of NTOs for the JTPA and JOBS (Project Independence) Systems.

COORDINATION

Vendor must coordinate with the local tradeswomen group, Women Work, Inc. and women in nontraditional jobs must be on staff or serve as project consultants. Vendor must have shop facilities for prevocational training or must coordinate with Montgomery College, the Edison Career Center, or other facility with shop. Shop classes must be taught by instructor with technical expertise. Vendor will be responsible for coordinating NET Feeder with PIC, training vendors, Montgomery College, and Department of Social Services.

CURRICULUM

Step Up nontraditional curriculum (PIC has a copy of this curriculum) must be used. Only NTO curriculum designed for employment and training programs.

OUTCOMES

Sixty to Eighty women per year are placed and retained for 90 days in NTOs.